

Childhood Education

**CHILDREN
NEED NURTURE**

September 1948

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The Magazine
for Teachers
of Children

To Stimulate Thinking
Rather Than
Advocate Fixed Practice

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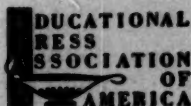
Next Month—

Seven major sections will present "Children Need Experiences"—the theme for next month's issue.

James L. Hymes describes what we mean by experience. William Kilpatrick discusses "Children Learn What They Live." Gertrude Chittenden, Mayme Sweet, and Peggy Brogan tell what experiences are essential.

Harold Shane discusses subject matter as experience and Lois Lenski says, "Let's Give Them Books."

Josephine Palmer tells how to help children use their experiences, and Laura Zirbes treats the theme editorially. News and reviews complete the issue.



REPRINTS—Orders for reprints from this issue must be received by the Graphic Arts Press, 914 20th Street, N. W., Washington 6, D. C., by the fifteenth of the month of issue.



Children's Needs

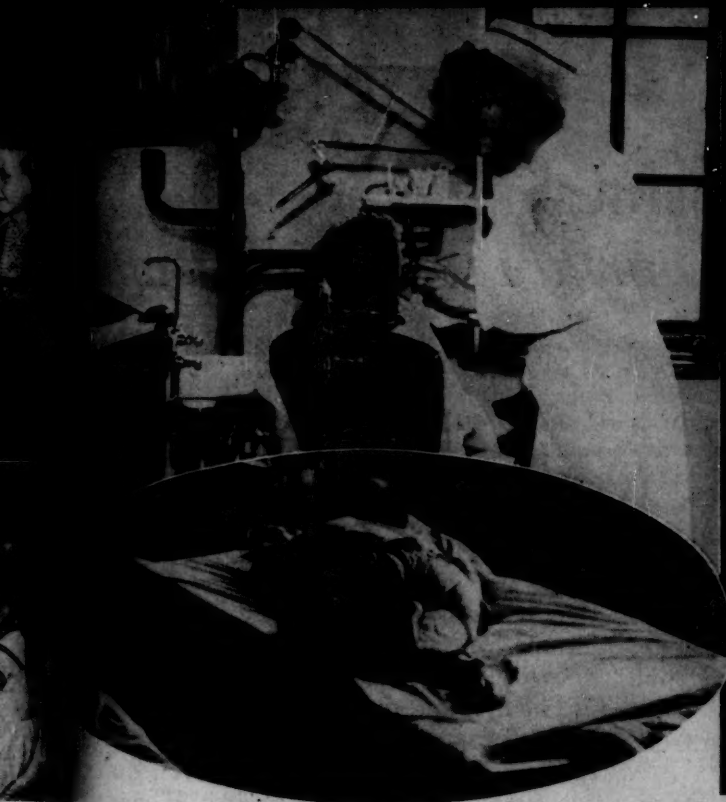
CHILDREN'S NEEDS—THE GENERAL THEME FOR 1948-49 ISSUES OF CHILDHOOD EDUCATION—are broad yet inclusive. Each issue will develop some significant aspect or emphasis in ways which stimulate study and discussion. Thus the content will become a ready resource for the development of a better understanding of children and a spur to more dynamic concern for their wise guidance in the school year just beginning.

This first fall issue launches the series by focusing on the need for nurture and its basic bearing on security and personality development. Recent objective studies to which reference is made elsewhere in this issue have already influenced hospital practice and pediatric counsel. There are also challenging practical implications for early child care as well as for the long view on personality adjustment and social attitudes.

The need for nurture calls primarily for warm human feeling and its timely expression:

The infant needs warm emotional acceptance as well as physical contacts that contribute to security.

The hungry child needs to feel that his need will not be denied because those on whom he depends for nurture may be counted on.



*The Nursery Training School of Boston
Smouse Opportunity School, Des Moines*



*West Springfield, Massachusetts, Schools
U.S. Office of Education, Washington, D. C.*

Children who show signs of fear need calm reassurance to relieve mounting anxiety.

Children whose vital energies are depleted by illness need the wise nurture that provides sound care, proper diet, and a wise regimen that balances activity with rest and safeguards health.

The failure to sense and serve this need for nurture may deprive children in ways for which society must later pay dearly. To reduce and meliorate this consequence childhood education has a significant social obligation.

Nurtural needs have an urgency which should give them priority. They involve the whole organism and affect the way in which it functions. They have basic biological and developmental bearings which are registered in physical, emotional and intellectual responses and dispositions. They call for intelligent adult intervention and guidance. (Please note *Questionnaire Study* on page forty-two.)

EARLY FRUSTRATIONS HAVE ENDURING effects. The human appeal of dependent childhood is strong but it needs to be enlightened. The public conscience needs to be aroused. The poignancy and primacy of nurtural needs in earliest infancy, and the devastating long-term consequences of their denial should suffice to enlist adult concern and generate social action with vigorous educational support.—LAURA ZIRBES.

Our Biggest Business

—the nurture of the children

Significant in any consideration of the nurture of children are certain cultural patterns and factors. In his address before the National Health Assembly in Washington May first, Brock Chisholm, director general of the World Health Organization, named some of the most important patterns, analyzed their mental health aspects, and identified them in terms of the rearing of children and in the building of a peaceful world society. Most of his address is quoted below because of its pertinency to the theme of this issue, and with the permission of the Children's Bureau of the Federal Security Agency.

IT IS WELL WORTH OUR WHILE TO look at the way we were brought up, the way we were developed, and hope to find out what is wrong with us so that we may prevent our children from assuming those same patterns.

It is clear that there are enormous numbers of adults in the world who lack security, who have lacked security from infancy. Because of that lack of security they are available as followers specifically of those people who have excessive needs for power, who have neurotic needs for leadership, who have vast needs for individual personal importance and prestige.

There will always be such people. We can take it for granted that there will be a continual crop of neurotics in the world for quite a long time. They are the potential leaders in strange and weird directions, but it is time we began to do something about the masses of people who until now have been available as followers of such people.

How May Security Be Developed?

It becomes clear that the first necessity is to produce a degree of security in small children that will make it unnecessary for them to search for security in peculiar and unworkable ways when

they become adults. Some healthy conditions of security are rather well known. . . .

The first and primary necessity . . . is a need for complete security in infancy . . . it does not depend even on adequate food supply or shelter. There is only one thing on which it does depend to the most important degree—unquestionable, all-embracing, obvious love and nothing else will give a small child that degree of security on which he can build his citizenship, from which he can afford to adventure into a perilous world. If he does not get it then, he will spend the rest of his life searching for it and searching for it in strange places where it is not to be found. This, then, is the first reckoning.

Second, the child must be given . . . a pattern, not by precept. There is no use whatever in lecturing children about their responsibilities and where they must go. There is only one way in which a child grows into a pattern, and that is by identifying himself with an elder person, a person whom he admires and loves and so the responsibility of parents and teachers of young children is to show in their own persons and in their own habitual patterns the kind of citizenship that will make it possible

for the human race to survive in the future. That has not been done widely in the past. . . .

Space Is a Factor

If a child is developing normally, he will develop mostly in time and space. He will find himself as a person when he is very small. At first he has only feelings which are unrelated to time, space or person but gradually he learns that he is a person experiencing. He learns something of space. He learns that there are other places beyond his reach. He learns to affect his immediate environment and then his further environment. He learns there are other areas that are not within his immediate purview. He learns there are other people in his environment. He learns about other members of his family. He learns to adjust to those other members and to demand to a degree that they adjust to him.

If he is developing soundly, he very soon develops a relationship or potential relationship to the other members of his own community which at first is very small, only his own family. But when he is very young he should be, if developing soundly, developing a responsibility toward other members of his own family. I remind you again that he cannot be beaten into doing this. There is only one way he can learn it soundly—by growing into the pattern he sees about him.

If he continues sound development, he will assume the same pattern in regard to the local community. He will find his father, mother, relatives and elders concerned about the conditions in the community. Persons taking responsibility in this field will be people who are admired by his parents. He will learn that this is an admirable pat-

tern, this pattern of taking responsibility in things that are needed for the community.

A little later he may develop, if he is developing soundly, a relationship with wider horizons—his state, his province. Eventually, in a few cases . . . (only a relatively few cases) we do have people who reach a status of national citizenship . . . the status of national citizenship requires an equal degree of loyalty to all the members of the national community . . . irrespective of race, religion, or color or any other group characteristic. Only such people as have attained such status can be regarded as national citizens in the full sense of the term.

Until quite recently national citizenship was enough . . . but now the world has changed and no longer is national citizenship alone, and that in only a minority of the people, sufficient to preserve the human race in the future. There is an acute and immediate need for world citizens . . . people who will assume responsibility for the welfare of the human race, not just locally, not just nationally but for the whole human race. It is this pattern . . . that is the only hope of survival of the human race for another generation or so.

Time Is a Factor

In another field the child develops at the same time, the field of "time." At first, in infancy, there is no past and no future. There is only now. Soon the child learns a little of the past and a little of the future. He projects himself into tomorrow and the next day. By the time he is four or five years old he should be able to give up something today to get something better tomorrow or next week.

By the time he has reached his early teens, he should be functioning in a

considerable period ahead of the present. By the time he is in the middle or late teens he should be functioning at least ten years ahead of the present. He should have a picture of himself in relation to the community. He should have assumed responsibility for what he will be like and what his relationship will be to the community at least ten years ahead of himself. By the time a person has reached maturity or that stage of maturity that is appropriate to this degree of evolution of the human race, he should be thinking in terms of at least two or three generations.

Again, in the past it did not matter if time did not develop much beyond the here-and-now stage. In the future it matters, and it matters enormously. Whatever we do, whatever we say, whatever we expect of our children may be reported in other countries (and things we say *are* reported in other countries), all people who are truly mature, appropriately mature to this generation, must consider the effects on the future, not just this year or next but the far future.

These are difficult concepts for people brought up the way we have been brought up. These are extraordinarily difficult goals for us but we can make them very much easier indeed for our children if we start soon enough, if we catch them young and do not spoil them as most of us have been spoiled.

Areas of Responsibility

Particularly, it is highly desirable that the next generation should not be able to fool themselves as casually and as unconsciously and as easily as we have done. They should not be people who can avoid unpleasant things by not looking at them. They should not be brought up, as many of us have been

brought up, on a perfectly ghastly symbol . . . seen in quite civilized homes: . . . the three little monkeys—one with his hands over his ears who will hear no evil, another with his hands over his eyes who will see no evil, another with his hands over his mouth preventing his saying anything about it.

This is the epitome of the laissez-faire attitude most of us were taught. If there is evil we need to see it. Wherever evil lies we need to talk about it. We need to hear about it, and we need to take our responsibility in doing something about it. We need to change our symbolism for our children. It is this . . . avoidance of seeing or hearing or speaking about evil that has allowed wars to arrive in the past, always to our astonishment because we did not take responsibility soon enough.

A field in which responsibility needs to be shown to children . . . has to do with our social responsibility in relation to social organization. It has to do with voting and electing people to positions of responsibility in governments in every country. Selection of these people by voting puts our lives and the lives of our children in their hands. Our human relations as between nations and as between groups of peoples throughout the world are in the hands of the people whom we elect to offices under our governments. . . .

The requirements are heavy. The responsibility on legislators and on people in government is immense. It is time we began to assume our responsibility and to recognize that human relations throughout the world are the important matters, not our little affairs at home, not our own little comforts or our local peace, not our own ability to make a little more money or to have a bigger and better car but the feelings

of millions of people in other parts of the world. These are the important things. These are the things that are going to keep us alive or kill us off.

Our up-bringing has made it very difficult for us to see these matters. It is important that our children should not be so handicapped. The biggest business in the world and the most important business in the world—the business which outweighs all other values in the world—is the business of rearing children.

The world will be what the children of the next generation make it. It is not just a question of these children being able to live in whatever the world may be like twenty-five or thirty years from now but it is a question of what kind of world our children will make, because the time has come when it is essential that man should learn no longer to drift but to take charge of his own destiny as we have not been able to do in our own generation.

In order to do this, our children must be freed of many of our taboos, many of our anxieties, and many of our unfounded fears. They must be free to think in all directions, irrespective of the peculiar ideas of their parents. . . .

One sees horrible things happen in relation to children now. One sees evidence of parents exposing their superstitions to children. . . . We see them teaching children that there is no relationship between cause and effect, that the world is full of magics, that there is no possibility of controlling things except through rituals or weird magics of some kind or another.

Where the Need Is Greatest

Our children in the future, if they are to survive at all, must be . . . able to face reality. They must not have available to them the escapes we have had into a fantastic world that does not exist. They must be able to face the reality of their own natures, of their own aggressive drives. They must learn how to cope with these as we have not coped with them effectively.

It is in the mental health field . . . and the result in the social health field that we find the things that need to be done most particularly in the future. For instance, there is no problem in the world in relation to malaria, tuberculosis, venereal disease control, smallpox, diphtheria, and very many other diseases, except a mental and social problem. All of these diseases can be eradicated from the world very quickly if and when we have mental and social health-conscious people. Until we have that, it cannot be done.

I finish by reminding you of our personal responsibility in this regard. This is not a matter for us all in the area of making speeches and writing about it. It is a matter for simple words simply put. It is a matter for personal and individual responsibility in relation to our own children and the children in our immediate vicinity. This responsibility is for every person who is sufficiently emotionally and socially developed to take it up, and it is a responsibility which cannot be avoided.

IF there must be trouble, let it be in my day, that my child may have peace.—THOMAS PAINE

The Family Comes First

The child goes forth from the family in need of further experience to nurture his social potentialities, his attitudes, and his relations with his peers. How the family provides the first experiences essential to the child's social growth is discussed by Mrs. Bacmeister, Brooklyn College, New York, and author of *Growing Together* (Appleton) which received the Parents' Institute Award for 1947.

MANY PROVERBS EMPHASIZE THE importance of beginnings. "Well begun is half done," "First impressions are truest," and "The child is father of the man," we say.

How vastly important, then, the family must be in conditioning the social development of a child. It is his first experience with a group of other human beings and for several years the only one that is really significant for him.

When the baby is born he has already achieved miracles of growth and development. We may think of him as just beginning life, yet his senses function. He can suck, digest, and utilize food. He can feel discomfort and cry about it. He has been moving his muscles for months. Intrauterine growth was his own private business. It went on without his conscious control, an almost vegetative utilization of materials and conditions that supplied all his needs.

Attitudes Develop Early

But now he is born into a world where there are other people. What he does affects them and what they do affects him. Now he must not only go on growing rapidly but must gradually learn to control the intricate mechanisms of his body and must tackle the complexities of social life.

The family, fortunately, is a small, devoted group which will at first do most of the necessary adapting. But baby must do part of it. He must wear clothes, be bathed, learn to sleep mostly at night, and soon accept strange foods. Then along come "no, no" and "don't touch."

The family is usually a little world composed of people of both sexes and of varied ages and temperaments. Here, before he is ready for a larger group, the child learns what people are like, what satisfactions he can expect from them, and what restrictions they impose. As unconsciously as he grew his toenails, he grows emotional attitudes or "sets" about what the world is like and how he fits into it. These attitudes are as much an integral part of him as are his toenails.

If his family is understanding, loving, and consistent, the child lives in a safe, comfortable world. He knows what will be permitted and what will not. This gives him a feeling of stability and power, a firm basis of predictable facts on which to operate. Somebody has cut the world down to his size. He can handle himself independently and adequately within it.

Mr. Curtis thought such freedom was all nonsense. "Children must first learn to obey." He was going to make a man of Eddie without

any delay through spoiling. He was proud of Eddie's instant obedience but could not understand why the child seemed so timid.

Poor Eddie! He had so little chance to experiment and decide for himself that he had no self-confidence. Far too much obedience was expected of him.

But Prudence had freedom. She was seldom denied anything. Yet she was nervous and irritable and the family lived in dread of her tantrums. Too much was expected of her, too, though in a different way.

A little child should not have the strain of making too many decisions. Some things should be settled by adults so that they form a reassuring, stable background for life. Without that, a child has no serenity and relaxation.

Different methods of controlling a child build a variety of emotional attitudes in him. His personal feeling toward those who control him becomes associated with authority in general. It is set very early. It comes into play later whenever he responds to laws and rules and people who give him orders or directions.

Along with his attitudes the child's corresponding *picture of himself* develops. Is he the boy who obeys orders fast and is afraid to act without them? Or is he the child who demands the right to make all the decisions and bitterly resents control? Or can he play independently in the back yard and still not resent asking mother when he wants to go outside it?

In a similar way the experiences and examples of family life lay a foundation for many other social attitudes. How does the child learn to respond to success and failure? What are his attitudes about sickness or minor injuries? How does he feel toward animals, babies, older children, and strangers? How about ownership and property rights; about cleanliness and order?

The child will have to make adjust-

ments to the culture in which he lives. The process may go on all his life but fundamental emotional sets are laid down early. It is therefore very necessary for parents to examine their own feelings and practices with complete honesty. It may be necessary for them to do some growing if they find that habits and emotions do not square with their best ideals but have been carried over from their own early childhood experiences.

The attitudes a child acquires in the first six years are more durable than we realized until psychiatry showed how the seeds of most emotional maladjustment in adults had been sown in early childhood.

Experiences Supply the Building Materials

Our experiences are not something outside us that we note in passing. We are inextricably tangled up in what we live through. What we do changes the experience. It is intrinsically and forevermore different because we took part in it. And the experience changes us: a part of it gets built into the very texture of our being. Barring other experiences radical enough to tear it out, it is there to stay.

The family as the source and conditioner of most of his experiences in early childhood supplies the building material of the child's personality. Just how it will be used depends upon the unique characteristics of the child. No two children will make quite the same thing of the same experience. It is one of the privileges of parents and teachers to try unceasingly to achieve a sort of prophetic intuition of the child's developing personality and so be able to supply him not just good standard material but the particular experience

which will best fulfill his individual growth urge of the moment.

Walter needs a hammer, some wood, and nails. Elisabeth should be taken for a walk after dark, while what Joey requires is a visit away from home. None of them knows it. Only families care enough to watch the child's fumbling search for what he needs, to envision its form, and to supply it to him to use as his nature dictates.

Sometimes what children need is help in breaking through a pattern that has grown up over a long time.

Stuart discovered quite early that he could often run away from trouble. If another child took his toy, he ran off and found another. "Such a sweet disposition," people said.

When he broke things at home, he hid. And his mother said he was so ashamed of his act that she couldn't bear to reprove him. He even ran home from school one day when his teacher rebuked him. The other boys tormented him but he could run very fast!

The crisis came the summer that Stuart was ten. He and his father were visiting at a camp in the deep woods. At bedtime something happened that made Stuart feel abused. An hour later he was gone.

We had visions of all that could happen to a small boy alone in those woods and started to organize searchers. But his father said, "No. I know Stuart. He's not gone far. He's hiding somewhere perfectly safe and just waiting for us all to get into a lather about him. This is a perfect set-up for him to learn that running away is going to bother nobody but himself. He will be chilly and uncomfortable and mosquito-bitten. He's got to face it because the only way to run away from these discomforts is to give up his original attempt to run away from us. I want everybody to go to bed as usual. I only hope he's got spunk enough to stick it out until daylight."

It seemed a tough prescription and none of us slept much. But his father was right. Stuart was safe and the experience proved a turning point in his development.

So it is. The early years set attitudes and ways of behaving. They tend to persist and develop along the same line

but they are not immutable. The family furnishes most of the early experiences and so plays a leading role in happy or unhappy adjustments. Families that set standards of love, responsibility, and consideration for all members, that expect and encourage growth in independence and self-control without unduly forcing its will usually have happy, well-adjusted children. If mistakes in management do result in problems, well, family life goes on playing a highly important part right up to maturity. Corrections can be made.

When He Goes Adventuring

Long before that, however, other social forces will be at work shaping the child through the experiences they give him. The school, the neighbors, the children on the block, the storekeepers, the movies, the radio, and many others have their effects.

As the child encounters them, the family problem includes helping him to evaluate and to adjust to them. One must cultivate tolerance without abandoning standards and must be patient with the child's experiments in ways other than those of his family. Wholesome development implies an ability to try new things openmindedly and to find pleasure and value in friends and acquaintances of many kinds.

In these early encounters with the unfamiliar the child usually carries over his home attitudes. A friendly, "open" home where many types of people are welcome helps a child to make friends of his own as he goes into new groups. And parents must be patient with the sometimes misguided enthusiasms of the young adventurer. It is easy to feel a sort of jealousy of the influence of other groups on "your"

child. But parents need not worry. If the home is a happy one, other situations will be evaluated finally by comparison with it.

When He Starts to School

Starting school may be difficult if the child has not had experience with groups of his peers and with being under the care of strange adults. The new situation calls for many new adjustments, sometimes so many as to cause strain. The broadening of the child's world should be gradual, and always with support from the home. He must be prepared to accept cheerfully and confidently the big advances like starting school.

Not only does he need preparatory experiences with people outside his family and close friends, but the emotional reaction of the family to the new situation must be constructive. Parents who are unwilling for the child to start school at the proper time hamper his progress there, though they may

think they conceal their feelings perfectly. They need to grow enough to be proud of his increasing independence instead of jealous of it. He needs their whole-hearted support in this new adventure.

Family Is the Keynoter

All through his growth the child keeps turning to the comforting support and to the standards of his home. They form his basis of comparison and evaluation of the new. How truly we speak of a person's family *background*. He is himself and other groups mold him in part. Yet family background always remains significant. It is important as the first social experience; as the closest, twenty-four hour-a-day experience, and as the experience affecting him over the longest period, from birth to maturity.

Yes, in the child's social development the family is the keynoter. The theme that it sets is likely to persist as background music throughout his life.

THE FIRST FUNDAMENTAL TRUTH about our individual lives is the indispensability of love to every human being. By "love" I mean relatedness to some treasured person or group—the feeling of belongingness to a larger whole and of being of value to other men. The source of all the basic anxieties in human nature is a feeling of being alone and helpless in a hostile world, and the first compulsion of life is the weaving of a stable pattern of relationship between ourselves and our parents and all of those who in time take the place of our parents. . . .

Science, as a matter of fact, teaches us today that we can understand the universe only in terms of relatedness, that things are nothing in themselves, in isolation, that even the atom has significance only in some pattern of organization A lone human being is a destroyer of values; a related human being is the builder of individual and social peace.—From *Peace of Mind* by JOSHUA LOTH LIEBMAN. (Simon and Schuster) Pp. 60-61.

To Make Life Good

"In a world about to die of selfishness, an important objective of the teacher's work with parents is to extend their interest from their own children to the whole group and ultimately to all children, everywhere," says Howard Lane, professor of education at New York University. Some common needs of children and the responsibilities of all of us for meeting them conclude his considerations of the nurture of children in the larger social group of our society.

IT IS NOT NATURAL TO BE HUMAN.

That's why we have schools. A human being is a product of the life he leads. Noah's babies were just like ours.

We have learned much since Noah's time. An important new idea is that we can look at ourselves and see what makes us tick. Among the important insights we have gained is that our creation wasn't completed in the Garden of Eden, that it is still going on, that we influence vastly the continuing growth of ourselves and of our children.

A child is not born to be what he becomes. The direction and the extent and the wholeness of his personality are shaped by the life he leads. His nervous system develops and functions through the nutriments and stimulation of reactions to people and circumstances and things.

A school is the best facilities, opportunities, and companionships a community can provide for its children. From his reactions to people a child acquires all of his skills, language, attitudes, beliefs, values, prejudices, aspirations, fears, hates—all of his human qualities.

The school is an arrangement through which a child uses language, tools, ideas, intelligence in living with other people. Attitudes, beliefs, values

are cultivated through seeking continuous improvement of the quality of living through planned hopes and aspirations by means of the best available talents, knowledge, and wisdom.

When American life was simple, when men lived by agriculture and simple trades, the family and the neighborhood were adequate educators. The child was given rudimentary instruction in the new-found arts of reading, writing, and figuring. The brighter or more "privileged" ones continued schooling to learn to be ministers, physicians, and surveyors. Most of the children returned from the common school to join most of the people in the essential work of the community. They lived, progressed, grew up in the full experience of fundamental social and economic processes.

My children have rarely seen me work. The average city and suburban child today has a hazy notion of his family's role in economic life. "Daddy works in an office down town;" "He works at Marcy's store" are common responses to "What does your daddy do?"

Few American children ride the plow with daddy or pump the bellows in his blacksmith shop. They cannot join Penrod in his haymow; they're lucky to be

invited to his party once a year. Therefore, the community maintains a school in which the child can live the most complete and richest life his elders have the morality, wisdom, and resources to provide.

As a parent I lack the money, time, wisdom, and sometimes the concern to supply the gadgets, space, companionship my children need. It doesn't make good sense, it's wasteful for me to try to own all of the books they can read. They need microscopes, telescopes, movie cameras and projectors, science equipment, basketball courts, ball fields, dozens of musical instruments. It is more efficient for me to pay taxes to own them with the rest of the community for all of our children.

The school is a cooperative enterprise of the adult community. Traditionally parents of children in attendance are most concerned with the school. We shall mature to see and operate educational activities as responsible interests of all adults.

Standardization Is the Error

School processes for making home contacts need thoughtful study and sharp revision. The most common procedures are standardized and regularly issued report cards, scheduled conferences, systematic visitation. Makers of report cards have lately sought to be more courteous by providing space in which parents may write comments about the child's life in school. Perhaps enough time has elapsed that I can relate a meaningful incident without harming any one's self respect:

Kay missed the first few weeks of first grade because of quarantine. Two weeks after she started to school she brought home her first report card, eager to know what it said.

It was a new-type card, giving teachers the

task of judging character and not mere trifles of academic ability and successful devotion to assigned tasks. The largest space called for a general message from teacher to parents. In this space her genuinely fine and friendly teacher had written from the depths of her teacherish spinal reflexes, "Kay has been in school such a short time that I cannot judge her ability." That and nothing more was written on the first report card of an eager and earnest first-grader.

I seized my softest pencil and wrote in the space provided for parents' comments, "Kay has been in school such a short time that I cannot judge the teacher's ability."

Kay demanded, "What does that say?" and I read it.

"I won't take it. I don't want her to feel bad," was her response.

A six-year-old, lacking schoolish culture, knows that friendly, decent people don't write such things about each other.

Isn't education sufficiently mature to give up its systematic tattling to parents? Can we not be sufficiently free to ask ourselves for each child, "How will this parent react to this communication?" "Will that reaction be good for this child?" Unless we know the answers to those questions we dare not communicate anything of importance.

To me it seems clear that we must move away from all standardized procedures in dealing with parents. Anything that we must do with all children is sure to be wrong for some of them. Standardization is the error.

Have we committed an ethical and psychological blunder by moving into character analysis and reporting our analyses to parents? My Bible does not add, "... unless ye be teachers" to the admonition "Judge not." When we rate a child as inferior in initiative, resourcefulness, and cooperation, what is the parent supposed to do about it?

In our society a child needs to speak proudly of "My Dad," "My Mother," "My house." Few more serious injuries can be done to a child than undermin-

ing his respect for his home or to weaken its respect for him. Too much reporting to parents, by whatever means, is refined fault-finding and tattling. The ethics of this practice are not improved by giving it a fancy name like evaluation.

Reaction against standardized and regular report cards is rather widespread. Must we go through oral rather than written evaluation and self evaluation wherein children enumerate their own faults and their resolutions to improve and, with the teachers approval, take the list home to the parents? Why is all this judging necessary among people, all of whom are with the children several hours daily? Little children reveal themselves completely to friendly adults who will listen.

We need to contemplate the effects of teacherish fixation on purity of language and manners. A little child comes to school saying "Damit, now ain't we gone and done it." We understand what he means well enough but interrupt him to comment that nice people don't talk that way. His mamma and daddy talk that way and so do Uncle Joe and Aunt Kate. Everyone he knows except the teacher uses such language. Then we complain that the community doesn't quite accept us.

The public learned when it was six years old that teachers are a bit odd. The only way to improve a child's language or his manners is to make him like us so much that he wants to speak and behave as we do. Children learn courtesy by being treated courteously. Some adults are most rude in demanding courtesy. This is not to deny that the gestures of slaves and subjects can be taught by stern demand.

Teachers and parents need to know each other. We need to think, work,

and play together. An important objective of the teacher's work with parents is to extend their interest from their own children to the whole group and ultimately to all children, everywhere. Probably the apex of human selfishness is determination that one's own child shall have advantages and privileges superior to those of other children.

Teachers must steadfastly refrain from all comparison of children to the gratification of some parents and the dismay of others. No good teacher will tell any parent, "Your child is the very nicest child (or the best reader) in the room." The real teacher won't know; she doesn't think of children in those terms.

There Must Be a Common Concern

The time is at hand when the well-being of children and the continuing peace of the world require that the community with the leadership of teachers will look upon its elementary school as the expression of all of its concerns and efforts in making life good for all of its children. I am dismayed at the protests of well-meaning teachers against the intrusions of new services to children at school:

Countless children lack the food they need.

Many parents are so distraught and sick that their children lack all decent human associations in their homes.

Many children have no place to play, no place to be children.

Unattended physical defects among little children grow into disabilities under the averted eyes of their teachers.

It is most short-sighted and dreadfully inefficient that we teachers have defaulted to numerous random agencies the tasks that we should be equipped and organized to perform. Many par-

ents pay more money for summer day camps than for school taxes while school buildings and grounds stand idle.

Nature has provided no human qualifications for parenthood. Hence, teachers have to be responsible and effective. For many children the teacher is life's one, interesting, considerate, sympathetic, able grownup. Continuous association with a challenging, dependable, friendly adult who has time to listen is an absolute need for wholesome growth.

Too many teachers add to the child's already unjust and heavy burden by punishing him for his careless selection of parents. We propose a resolution for teachers, "I will never punish a child for having poor parents nor will I punish a neglectful parent through his child."

Among the frightening and dismal facts of life today is widespread neglect of little children. Having no money and no votes, they have no space in our cities. The neighbors, and often their parents, prefer tulips and carpets of grass. Many of their parents keep house to impress people they dislike at the expense of the children they profess to love. All vacant land is devoted to parking lots for fat, lazy men and to ball fields for youngsters big enough to wear business men's names on their backs.

The normal exuberance of gangs of somewhat older children are intolerable in small urban dwellings. It's unlawful to play in the street. The current cry of "juvenile delinquency" from the smug adult populace stems from the deep guilt of the adult community in its neglect of children, in its refusal to grant to children their rightful share of adult wealth and land. What more eloquent indictment than the fact that

television—that thrilling, new cultural instrument—is to be found in every bar. I have not seen one in a school.

Some Common Needs of Children

Teachers know their children. They know the conditions in which they live. They are trained in understanding and guiding their development. They must become active workers for them. We suggest a few common needs of children which must be effectively and constantly presented by teachers to the appropriate community officials and leaders:

Facilities for the care of little children. Thirty per cent of the young children in American cities are supported by women. Do teachers want these children supported adequately in the dignity and pride of an employed parent or in the poverty and hopelessness of relief? When we were in a depression we could afford nursery schools. When we needed mothers to help save our necks in war production we easily provided child care centers. Having now neither war nor depression, we lack the morals and the sense to have them. We say it is because we lack the money.

Organizations of teachers, particularly branches of the Association for Childhood Education, should discern and expose the motives of individuals and organizations which oppose adequate programs of child care. These opposers prate about undermining the sanctity of the home while the children play on garbage piles and suffer maltreatment by aged relatives and irresponsible sitters. Let those of us who pretend to be educators see clearly what is happening to these children and make it right.

Is there space for the small fry to play? Where do they run and splash and throw and climb? Cities have sold all their land for money. A little child has to play near his home so that his mother feels safe about his going and being there. Many neighborhoods need fenced lots for the little ones, the old vacant lot for the middle-aged children, as well as playgrounds for the organized activities of the older children.

We know of a number of marked transformations brought about through the interests and concerns of individual teachers and their pupils

who realistically studied the neighborhood and informed the citizens about its needs. Parents want these good things for their youngsters. They need organization and leadership. Teachers can help with both.

How well do we know our policemen? The police department represents the personality and authority of government in the neighborhood. Few teachers ever go near a police station or speak to an officer in uniform. The parents of so many of us used the policeman as the "goblin that'll git you if you don't watch out!" Yet, the police exert great influence on neighborhood morale. Do they operate as we want government to function in our neighborhood?

Policing is lonely work. Teachers need to become closely acquainted with the officers who patrol the neighborhood of the school. Bring them into the school for good and helpful reasons. Catching bad people is not their major activity. Children need to know about their positive and helpful purposes. In most of our cities the police need to learn to bring to the school children who get into trouble or into troublesome circumstances.

Teachers and policemen must learn that when we ask for the arrest of a child we are asking for public action to assure his continuation in a life of crime. We must help our police see juvenile delinquency as an indication of the community's social illnesses. We must insist that they search for sources of neglect and not merely deal with sick personalities.

The school must be a source of stimulation and leadership in the organization of neighborhood councils. Somehow the real leaders of the people must get together from time to time to consider the conditions and needs of the children. The community must have devices and procedures for knowing these conditions and needs. This seems an appropriate major function of the school in this century.

The people of many of our communities need help in seeing the true outcomes of motivating goodness and achievement by offering prizes and honors. Luncheon clubs and patriotic societies seek to reward publicly the best citizen, the most promising patriot among the children. We teachers know that these motives invert the learning process. Who in recent times bore the most medals on his chest? These awardings

are gratifying principally to the giver. We shall be more impressed by their sincerity when their names are not mentioned as donors.

We want all of our children to be good citizens and to love their native soil. We want every one to succeed in his efforts to do so. In a contest to identify the "best," only one succeeds.

The world is about to die of selfishness. A world that wants grapefruit and bacon and coffee for breakfast and knows how to make atomic bombs dares not continue appealing to man's original sin—selfishness.

The world's sickness results from its widespread acceptance of the validity of privilege. We see nothing desirable nor natural in the quest to be best. In its complex interdependency the world can tolerate little of human interaction that is not to the advantage of all concerned. This is as true of table manners as of buying and selling and of world government. We want no more of controlling children by setting them against each other.

America's schools have always proclaimed their high purpose of teaching the fundamentals. The fundamentals have always been the pressing needs of the people. In our time the great insistent needs are (1) to establish the organization of and loyalty to world government, (2) to learn the fact of the interdependency of all people everywhere and the ways of cooperation imposed upon us by that interdependency. These things cannot be learned by children except as they are discussed, valued, and used as the way of the good life in a day-by-day culture. A good school as a good democracy is a group of people thinking and working together to make life good for each one in the group.

By MARTHA M. ELIOT, M.D. and MARION L. FAEGRE

Does America Care for its Children?

The answer is "No," when all the children of our country are considered. Areas in which more needs to be done are pointed out by Martha M. Eliot, associate chief and Marion L. Faegre, consultant in parent education of the Children's Bureau, Federal Security Agency, Washington, D. C. They conclude by naming some of the good things that are happening as America becomes more aware of the importance of nurturing its children.

THE clinic was held on a day when the thermometer was 104 in the shade. The place was a room over a fire station. Steep stairs led up to it. On arrival we found that no preparations had been made. The room was covered with dust, ashes from the stove, chicken feathers, etc. Broken tables and chairs and benches had been moved out while the patients . . . lined up and waited on a narrow stairway, at the top of which the registration table was placed. A teacher who had brought in patients insisted on this arrangement to keep the patients from entering what he thought was too soon. . . . Dr. B. was evidently very skillful in diagnosis. He took opportunity to demonstrate various aspects and stages of the disease. He was hale and hearty with the patients and seemed to understand their background.

THE clinic was held at the County Health Unit and was so beautifully organized by Miss X that although ninety children were examined there was no impression of hurry or confusion. . . . Volunteers and nurses' aides registered the children and skillfully steered them about. . . . An Indian boy, fifteen years old, limped in like a biblical character with a staff carved from a bough. He had been hidden in the bogan by his parents until a few months ago. He was discovered by Mrs. T. who arranged for vocational training. He was already making and selling silver jewelry. . . . The only flaw the consultant could find in this clinic was the lack of a medical social worker.

THESE TWO EXCERPTS FROM REPORTS on a trachoma clinic and an orthopedic clinic illustrate vividly some of the adequacies and some of the lacks in

the care provided for children in the United States.

In whatever direction we look, there are just such irregularities and discrepancies. We read with elation one day that over six million school children received school lunches in June 1947. The next day we are disturbed to note that fifty-nine percent of the people in one area whose one-day food records were checked by the Federal Security Agency's Public Health Service had eaten no green or yellow vegetables and sixty-one percent had had little or no milk. We learn with satisfaction that following upon the wartime flour and bread enrichment program twenty-one states and two territories enacted laws requiring the enrichment of both bread and white flour sold within their borders. But what of the other states and territories?

We Know Better Than We Do

Whether in the field of nutrition, medical care, social service or education and mental health we are a nation whose plans and practices are widely at variance with our knowledge. We know a lot about what should be accomplished in many fields, and how we could go about doing some of it. Even in those areas in which our knowledge

of techniques is limited, as in ways of promoting changed attitudes in parents toward child rearing practices, what we know is far ahead of what we do.

Several recent developments point to an increasing realization by all types of professional workers of the need for making greater use of our potentialities for better care for children. The nation-wide Study of Child Health Services made by the American Academy of Pediatrics, the recent National Conference on Family Life,¹ and that of the National Health Assembly are arousing to renewed activity great numbers of people in both professional and lay groups.

That we have made very great and reassuring gains is plain to be seen when we study child and infant mortality rates. Comparison of the death rates for 1930 and 1946 reveals a decline of over sixty percent during the preschool age, for both boys and girls. The lowering of the death rate for communicable diseases has been even more striking. It has been reduced nearly four-fifths since 1930, while the death rate from all diseases has been reduced sixty-seven percent.

Deaths of children from accidents are the great exception to this heartening downward trend. The decline in the last sixteen years is only thirteen percent. Obviously we need to devise new ways of awakening people to the need for greater care in accident prevention, as well as to find new ways in which precautions can be taken. The very word "accident" has the connotation in some minds of "inevitability." Other people giving serious study to the matter are digging deep into the roots of accidents, exploring the relation of

their occurrence to fatigue, for example, and to personality. Such research should be fruitful in the solution of a too long neglected problem.²

Awareness on the part of the public of the danger of rheumatic fever is developing. Until recently comparatively few people realized that it heads the list of causes of death from disease between the ages of ten and fourteen. As far back as 1939, Congress authorized the Children's Bureau to include services for children with rheumatic fever in the program for crippled children. By 1946, twenty states had approved programs for rheumatic fever or rheumatic heart disease. Since that time five more states have rheumatic fever programs under way.

The long period of inactivity during convalescence from this disease makes necessary consideration of the child's education and life adjustment, as well as his physical care. The teacher at his bedside in the hospital or at home, the medical social worker, and the nurse who interpret his needs to his family are as much a part of the picture in modern care of the rheumatic fever sufferer as the physician on whose skill his basic care depends.

In the future, we hope, there will be few children who have the experience of Ida, who after five long years of hospitalization as a severe cardiac case, arrived at a convalescent home where the nurses were astounded to hear her ask at meal time, "Is this the way an egg looks when it comes from the hen?" and at Thanksgiving, "What does a *whole* turkey look like?" It wasn't long before Ida, in a wheel-chair, watched a turkey

¹ Editor's Note: See Myra Woodruff's editorial "National Conference on Family Life" on page 35 of this issue.

² Editor's Note: *Growing Up Safely*, bulletin of the Association for Childhood Education, will be helpful to teachers and parents interested in a basic, practical approach to safety education.

being prepared for the oven, had the fun of rolling out cookies for herself, and of using money for the first time to buy ribbons and barrettes in the "store" run by the children.

A recent conference held by the National Foundation for Infantile Paralysis resulted in a report on "The Advancement of the Education of the Hospitalized Child," available on request from the Foundation. This conference has undoubtedly stimulated many educators, nurses, and others to become active in providing a realistic hospital educational program based on the needs and abilities of children.

Rural Children Are the Most Deprived

One of the most tragic lacks that showed up in the Academy of Pediatrics study was care for rural children. A sample study of eight states chosen to be as representative as possible of the United States as a whole revealed that thirty-five percent of school-age children in isolated rural areas live in counties that have no medical services at all in public elementary schools. In the metropolitan areas studied all but three percent of children of school age had some services available.

Children living in isolated rural areas—and about one-third of our total population lives in counties so classified—are largely deprived of care by specialists, and of the highly skilled diagnostic treatment and services received in hospitals. Only nineteen percent of the dentists of the country are available locally to children living in these remote areas. Not only do such children lack the care given by specialists and hospitals, they also have access to fewer community health services such as well-child clinics, public health nurses, and dental clinics.

When it comes to well-child clinics the same sample shows such clinics used for only seven and one-half percent of children under the age of five. This appalling failure to reach children during the earliest years when so much can be done in the way of preventive care, both physically and emotionally, sharply illustrates the need for educating parents to an awareness of the value to young children of health supervision. If, for example, we could arouse more parents to the need of an adequate diet for the preschool child while his permanent teeth are forming in his jaws, we would not—perhaps—find more than ninety-five percent of the children at fifteen having some permanent tooth decay.

Even those parents to whom well-child clinics are available tend to drop off in attendance as their children pass out of babyhood. Once the dangers of infancy are past, they seem to argue, the children will get along all right. So it's plain to be seen that America can't properly "care" for its children until their parents are cared for too; cared for in the sense of being made sensitive to the needs of their children, and eager to make use of all the services provided. Because children are left to "get along" is one of the reasons we need, according to the U. S. Public Health Service, four times as many psychiatrists as we now have in order to make available early diagnosis and treatment as well as preventive mental health care.

To the great number of children in the United States who need special guidance, protection, and care that their parents cannot provide our country has a special obligation. The ways in which child welfare workers, under the Social Security Act, can be of help to

parents are multitudinous. They may find ways of aiding a child who wants to have further education that his family feels is unnecessary. This involves helping the parents to understand the child's needs as well as enlisting the resources of a number of other services—mental hygiene clinics, health agencies or recreational facilities. Whether it's glasses a child needs, a foster home, care while his mother works or help in keeping out of behavior difficulties that might take him into juvenile court, he should have at hand social workers whose sympathetic help he and his parents can rely on. Yet in four out of five counties in this country there is not even available one full-time child welfare worker paid from public funds. In addition, what workers there are are so unevenly distributed that rural children, especially, are deprived of their basic protective rights.

Is Society the Real Delinquent?

What about the twenty-five thousand children who yearly come into juvenile court as runaways from home? Why do they run away? What about the 300,000 children who each year are detained in jails or detention homes, some of them for long periods? What's wrong with their homes?

Always, in trying to patch up, to remedy situations, to salvage and help to make happy, useful citizens of children who are in difficulty through no fault of their own, we come up against the brutal facts of economics, housing, and other inadequacies that adversely affect family life. We face, too, the ignorance of children's needs for which parents can be pitied not blamed.

While the nightmare of possible illness with no funds for medical care or hospitalization rides the father of a

family; while the harassing fear of losing his or her job presses down on father or mother or both, weighing down the children as well with anxiety; while family allowances are still a hazy, Utopian dream; while there are such pitifully inadequate opportunities for education in some sections of the country, America cannot hold up its head proudly and say that its children are cared for.

Some Good Things Are Happening

But the advances on some fronts should give all of us fresh courage. The Emergency Maternity and Infant Care program which provided care for almost a million and a half servicemen's wives and babies not only assured better starting-line conditions for the babies but had the important effect of raising medical, hospital, and nursing standards. Widespread knowledge of the program also meant that thousands upon thousands of young married people realized for the first time the importance of early care during pregnancy.

Newer methods in the care of pregnant women have greatly cut down the dangers of complications during the prenatal period. Studies of the diet of expectant mothers have shown the relation between satisfactory diets at this time and the health of the mother and baby after the latter's birth.

New ideas and practices are cropping up on all sides. "Blue babies" are being saved by new surgical techniques. Attempts are being made to determine how to make wide use of fluorine in the prevention of tooth decay. The childbirth without pain theory is interesting many mothers, as well as doctors. The number of hospitals trying out the so-called rooming-in arrangement is increasing. Time and study will tell

whether the advantages to mother and baby of being close together from the start, and to the father of early acquaintance with his baby, will overbalance some of the difficulties inherent in the plan.

Marked interest is being shown in many quarters as to why the incidence of breast feeding seems to be decreasing so noticeably, and in methods of promoting it. Among the reasons for the loss of status of breast feeding may be the failure of some obstetricians to build up in pregnant women the expectation that they will be able to feed their babies, and the greater ease with which the hospital may provide for feeding by formula.

Such possibilities, along with our shortage of pediatricians and psychiatrists, point to the need for constantly improved education for all who work with or for children—in medical schools, among hospital administrators, in schools of nursing, education and

social work—and of refresher courses for workers on the job.

It is not alone public and private agencies that are working to provide better care for children. Parents themselves are energetically setting out to fill in some of the lacks. Some of the most promising efforts have been in the cooperative nursery education field. Space permits the inclusion of only one example. The latest project of the 2500 Spartan Mothers who are wives of Michigan State College students (they already have numbered parent education groups, radio programs, and meal planning courses among their projects) is a nursery school in which both fathers and mothers give service. This thrilling attempt by parents to help themselves is being duplicated in many parts of the country. The ripples of parent education that spread out from such centers will be vitalizing factors in bettering conditions for American children. They are convincing evidence that we have not lost our pioneering spirit.

United Nations Appeal for Children

SAN MARINO IS ONE OF THE WORLD'S SMALLEST NATIONS, A LAND-locked republic in the heart of Italy. Her population is only 15,000 and she has but 38 square miles in her borders.

But San Marino was more than big enough to join with 46 other countries in the United Nations Appeal for Children (UNAC). Her UNAC campaign ended last month and, to help the hungry, cold and homeless children of the world, her citizens gave 500,000 lire (about \$1100).

Five other countries, by last month (June 1948), had ended their campaigns for money to relieve the present misery of much of the next generation. The countries reporting were Ecuador, Greece, Honduras, Iceland and Norway.

Greece, still suffering from hunger and disruption within her own borders, collected 700,000,000 drachmas (\$140,000). Honduras' people contributed \$11,400, while nearly twice that much was collected in Ecuador. In Iceland, contributions were still coming in to add to a record total of more than \$430,000 from a population of only 132,000. Norway made the biggest single contribution in a campaign completed so far—\$1,790,000.—From *United Nations News Letter*.

A Community Program for Child Development

Miriam Lowenberg, nutritional supervisor, describes the program of the Rochester, Minnesota, Child Health Institute. The purpose of the program is to promote good physical growth and emotional development among all the children in Rochester from birth to maturity. Through services, teaching, and research the Institute functions as a coordinating agency.

THE OVER-ALL PROGRAM OF THE Rochester Child Health Institute is designed to promote good physical growth and emotional development among all the children in Rochester. In so far as it is possible, the Institute hopes to foster such an environment and to develop such methods of child care that children from birth to maturity may attain their own possibilities in growth and development. The Institute, which began in January 1944, thus far functions only in the city of Rochester. It is planned to continue the program for twenty years. Information concerning organization and staff follows:

The Institute was initiated by the Mayo Foundation with three major objectives: service, teaching, and research. It is primarily an organization to give service to the children of Rochester. Secondly, it is a teaching and research institute. It is financed by the Mayo Association.

The staff of the Institute consists of the director, an assistant director, a psychiatrist, two staff physicians, two psychologists, the director of preschool activities, a nutritionist, and statistical personnel.

Dr. C. Anderson Aldrich, director, is professor of preventive pediatrics, Mayo Foundation for Medical Education and Research, Graduate School, University of Minnesota, and is a member of the Section on Pediatrics, Mayo Clinic.

Editor's Note: This article was first read at the biennial meeting of the National Association for Nursery Education, San Francisco, California, August 29, 1947, and has been revised by the author for publication here.

The psychiatrist, Dr. Benjamin Spock, is loaned to the Institute by the Section on Psychiatry of the clinic and helps to train fellows in psychiatry in pediatrics.

The staff of the Institute cooperates with Section on Gynecology and Obstetrics and the Section on Psychiatry of the Mayo Clinic. For example, in a survey which I made last year of the diets of pregnant women in Rochester, the subjects were receiving care in the Section on Gynecology and Obstetrics of the clinic. We now assist in giving dietary instructions to those prenatal patients registered in this section who receive their care in the prenatal clinics sponsored in the city hall by the Rochester-Olmsted County Health Unit. In fact, the health unit sponsors well child clinics and prenatal clinics. It supplies the public health nurses who serve in these clinics and who assist in many parts of the program.

In the nutrition program, for instance, I consider the nurses as key people to teach nutrition to the families in the community. They are the ones who visit the homes. Under the direction of their supervisor and me these nurses give the diet instructions in the prenatal clinics.

An administrative health council—consisting of the director of health services of Rochester and Olmsted County who also represents the Minnesota Department of Health and the Kellogg Foundation, the director of the Rochester Child Health Institute, and the superintendent of the Rochester Public Schools—coordinates activities and determines policies relating to the joint efforts of the respective organizations. The director of health services is permanent chairman of this council.

Before I tell you of specific activities

of the institute, may I tell you something about the city of Rochester:

It has a population of approximately 30,000 and is located in a fertile agricultural and dairying section of the state. The Mayo Clinic is the largest single enterprise in the town. Approximately 3,500 people are directly concerned with the care of patients.

There are six large hotels, thirty-two smaller ones, and many rooming houses. A large number of people in Rochester renders some service in hotels, restaurants, laundries and so forth, in caring for patients.

The next most important enterprise is a milk-processing plant which handles approximately one million pounds of milk each day. There is a small factory which manufactures electrical equipment, a moderate-sized canning factory, a bakery, and numerous other small industries.

The curve of incomes in Rochester tends to be bimodal. A large group of families has low moderate incomes. There are a few families on relief; likewise, there are comparatively few families whose incomes are in the extremely high brackets. There is, however, more than the usual number of families on moderately high incomes.

Rochester had a strong public health department with infant welfare and prenatal clinics before the Institute was set up.

The administrative staff of the public schools is progressive in its ideas.

As is true now in all American cities the housing problem is great, although several hundred houses have been built in recent years.

Institute Policies

The Institute operates on the fundamental philosophy that its services should be offered to the already existing agencies in the community. In our educational program we utilize the personnel of such agencies to spread our teaching.

The public health nurses go into the homes. They also come into close contact with the individual mothers in the well child clinics where they interpret the doctor's advice on feeding. I have therefore attempted constantly to give

in-service training in nutrition to these nurses. One year ago we had a series of nine discussions on nutrition in their staff meetings. We discussed specific problems which these nurses meet constantly. Now the nurses, many of whom are new on the staff, are asking for another such series. Often a nurse asks me for a book on a certain subject in nutrition or for illustrative materials which she may use for group teaching. Abstracts of recent research in nutrition and summaries of recent findings are made available.

The staff members of the Institute have initiated many services without undue publicity because they wanted to "melt" into the community. One fundamental philosophy of the Institute is that of waiting for the requests to come from the individual or group wanting help. As an illustration, Rochester has a well-established adult education program in the evening college of the public school system. In the school year 1945-46, the director of this program asked the Institute psychologist and the director of preschool activities to teach a course on the preschool child. During 1946-47, members of the Institute staff gave a course on the middle-aged child.

Services to Children

St. Marys Hospital is the only one in Rochester giving obstetric service. In 1946, ninety-six per cent of the 674 babies in Rochester were born at this hospital. The remaining four per cent were delivered by three private physicians in the patients' own homes or in a small maternity home.

By virtue of their positions as members of the Section on Pediatrics of the Mayo Clinic, three of the physicians of the Institute supervise the newly born babies. The first Institute records on the

infants and also records of their family histories are made at the hospital.

Within twenty-four to forty-eight hours after the mother and her infant leave the hospital the public health nurse in charge of the city district in which the family lives telephones the mother. The nurse suggests that she would be glad to make a home visit and offers help as the mother needs it. With very few exceptions these nurses are welcomed into the homes at this time. They may know the mother from prenatal calls made previously.

May I explain here that each public health nurse does generalized nursing service in one geographic district in the city. Each nurse also serves the school in her district. These nurses carry a load of approximately two hundred families. This amount of nursing care is made possible because the public health unit is a teaching and demonstration unit which receives Kellogg Foundation funds.

In the prenatal clinics where the nurses talk to the pregnant women, the first encouragement for breast feeding is given. At her last visit the mother-to-be is instructed in a good diet for lactation and receives a list of foods she will need to eat daily. The Institute psychiatrist may also see her in the prenatal clinic if she has any problems attendant on having her baby. Also in the discussions at the Stork Club, which is for expectant fathers and mothers, the psychiatrist, the nurses, and the nutritionist explain, along with other things, the advantages of breast feeding.

While the mother is in the hospital she receives further instructions for feeding her infant at breast. During 1945, sixty-nine per cent of the babies left the hospital completely dependent

on breast feeding and sixteen per cent were partially dependent. In 1946, fifty-five per cent left the hospital completely dependent. It is thought that these figures compare favorably with those from other communities.

I hope that in the future when we participate in preparental education we may emphasize that the woman's diet previous to pregnancy also influences her ability to nourish her infant at breast successfully.

Well Child Clinics

Pediatricians visiting the mother in the hospital tell her of the services of the well child clinics. When the public health nurse makes her first visit to the mother and baby, she also invites the mother to bring her infant to the well child clinic when he is a month to six weeks of age.

As she is ready each mother receives leaflets called "progress bulletins." The first day after the baby's birth the mother receives the first leaflet. It tells her what a new baby does, what his needs are, and her part in satisfying these needs. The succeeding leaflets are given in appropriate order each time she brings her infant to the well child clinic. Visits are scheduled each month for the first year, five times during the second year, and each six months thereafter until the child enters school.

At the present time nine well child clinics for city children are held each week. Infants and preschool children come to the same clinic. All inoculations are given at these clinics.

The well child clinics are staffed by the director, the assistant director, the Institute physicians and the fellows in pediatrics. The pediatrics fellows spend six months on the preventive pediatrics

service, three months in the free clinic, and three months in the newborn and pay clinics. Physicians whose services are loaned to the institute by the Mayo Clinic conduct these clinics. Consultant services are also offered by the psychiatrist, psychologist, and nutritionist.

A free clinic is conducted by the Rochester - Olmsted County Health Unit and a pay clinic at St. Marys Hospital is conducted by the Mayo Clinic. The mother elects to which one she will bring her infant.

When the child is two and a half years old the mother is invited to bring him to the Institute office for a mental test. The psychologist takes a complete history on the child's social and emotional development, parental attitudes, and other home environmental factors. The mother is invited to return later to learn the results of the tests and is then counseled concerning the child's potentialities and his special needs. She also receives help as she asks for it.

Community Nursery Schools

Community nursery schools provide another service. Children from three and a half to five years of age are enrolled.

The director is a member of the Institute staff, as has been said already. A board of lay women operates the nursery schools, financing them with a tuition of \$100 each year per child. Scholarships are provided by local service clubs and individuals for children whose parents cannot afford to pay this fee. The nursery school board hires teachers and determines policies for the schools with the help and advice of the director of preschool activities.

The nursery schools are in public

school buildings with the exception of two groups which are housed in a small bungalow because the public schools do not have space. The public schools provide janitorial service and certain expendable materials.

The nursery school session is two and a half hours long. Two schools have a morning and an afternoon group while a third has a morning group only. These five groups offer nursery school experience to 125 children.

A nursery school in one of the parochial school systems enjoys the supervision services of the Institute.

The first Institute children, now four and a half years old, came to nursery school last fall. It is believed that the children who have been served in these schools from their opening in September 1944 until September 1947 will form a good control group with which to compare the children who have been under care of the Institute since birth.

As the Institute children enter the kindergartens of the public schools, summaries of their records will be made available to the teachers and the school administrators.

Educational Program

One activity of the Institute teaching program is a community seminar held every two weeks. Fellows in pediatrics, members of the Section on Pediatrics of the Mayo Clinic, public health nurses, public school teachers, parents and dietitians come as they are interested. On alternate weeks a seminar is held for fellows and the Institute staff. Group conferences and special classes also implement a constant in-service teaching program.

Plans are also being made for reach-

ing all the parents of the community through the central council of the parent-teacher association. One of the hopes is that study groups for fathers may be organized.

While Institute staff members have been establishing themselves in the community they have given many talks to individual parent-teacher associations, mothers' clubs, church and service club groups.

The student and staff dietitians in the local hospitals are also reached in our teaching program. Student dietitians in a local hospital training course observe at the well child clinics and participate in the interviews on diet at the prenatal clinics. I also hold group discussions with them to explain the philosophy of feeding children.

Soon after my arrival the superintendent of schools asked me to act as a consultant to the manager of the school cafeteria. As I have worked with the school lunch program I have found it possible to expand its educational services and to interpret it as an educational activity to teachers and parents. A series of local radio forums was helpful. Many people did not know much about the city's school lunch program, its possibilities, and its limitations.

During 1947 I also conferred with each elementary school principal in the company of the public health nurse serving that school. At this conference we discussed the lunch problems of the school and I offered to help in any way I could.

The nutrition program is now reaching out and taking an active part in the schoolroom activities of the elementary schools. Using one school and several of its interested teachers I helped them infiltrate their classroom pro-

grams with nutrition teaching. This program was preceded by a dietary survey. We enlisted the parents' cooperation. Of 560 three-day diet records which we sent to the homes, 525 were completed and returned to us. These diets were then scored, the teachers and parents were given the results, and they were advised as to how each child's diet could be improved. As a result the parents in this district have shown more interest in giving their children a good diet.

In the next part of the program, I observed in individual school rooms, pointing out to the teacher how she could inject nutrition teaching into her classroom discussions. I then discussed specific nutrition project activities with her and furnished her with the needed illustrative materials. This program continued through the summer. In the teachers' workshop groups we discussed the implications and possibilities for such teaching.

At the request of the supervisor of elementary education this program moved during 1947 and 1948 into all of the elementary schools in the public school system.

We hope to improve greatly the food habits of the school children and to give the older children an understanding of the need for an adequate diet. As individual parents, in the school served this year, have asked for help with their special feeding problems I have held consultations with them. The public health nurse was also present at each of these conferences.

Research Program

The Institute offers an excellent opportunity to learn (1) what results can be obtained in such a community

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health program, (2) more about the laws of normal growth and development and how they can be used in caring for children, and (3) which chosen technics are practical or useful and which are not. Data on the Institute subjects are being set up on punch cards to make it easier to pull out factors which merit special study.

In summary, the Institute attempts:

To adapt the methods of care of the infants and children of Rochester, Minnesota, in such

a way that these individuals may attain their own greatest possibilities in physical, emotional, and mental development. In doing this, the personnel of the Institute attempts to understand the community, to work with the existing agencies to set up needed services, and to grow into the life of the community by giving services as individuals or groups ask for them.

To spread the philosophy of the Institute to all persons who participate in any way in the care which is rendered to children.

To study the growth and development of children in their complicated interrelationships.

Where Are We Now in Maternal and Child Health?

Quoted below are excerpts from the report of the Maternal and Child Health Section of the meeting of the National Health Assembly, held in Washington, D. C., last May. Leona Baumgartner of New York City served as chairman of this section.

DURING THE PAST THREE DECADES A GREAT body of new knowledge about child growth and development has been made available to help parents in the rearing of their families. Much of this new knowledge is concerned with positive health, that is, not only freedom from disease, but a condition of well-being of body, emotions, and mind. We know today that illness is not only a matter of germs, viruses or physical deformities. It is *feeling* as much as being. A child's feeling about a test in school can produce as serious a stomach ache as eating a spoiled custard.

While the saving of many hundred thousand lives of mothers and babies has been recorded in the annals of public health progress during the past two decades, the measure of success must not be looked upon only in terms of falling death rates. The important questions before the nation are: For what kind of a life are these mothers and babies being saved? Are we saving thousands from the grave merely to condemn them to limp through life half well? Are we bringing strong, healthy babies into weak, unhealthy, disturbed families? Do expectant parents really enjoy being expectant? Are young parents taking on the responsibilities of a family without knowledge of what these responsibilities really mean or how they originated in the biological mysteries of nature?

As we become more proficient in the prevention or treatment of physical diseases in children we see more clearly the harmful effects of unwise handling of the psychological issues in the life of the child. Both pediatric and psychological studies have established that unhealthy attitudes in parent-child relationships are responsible for many of the distortions of child and adult personality. As a matter of fact some of these distortions are the result of wrong methods sometimes employed by physicians and psychologists themselves. For example, the unusual emphasis placed by professional people on rigidity in the processes of feeding, weaning and toilet training has confused and frustrated both parents and children and has tended to block the development of normal relationships between these participants in the growing process.

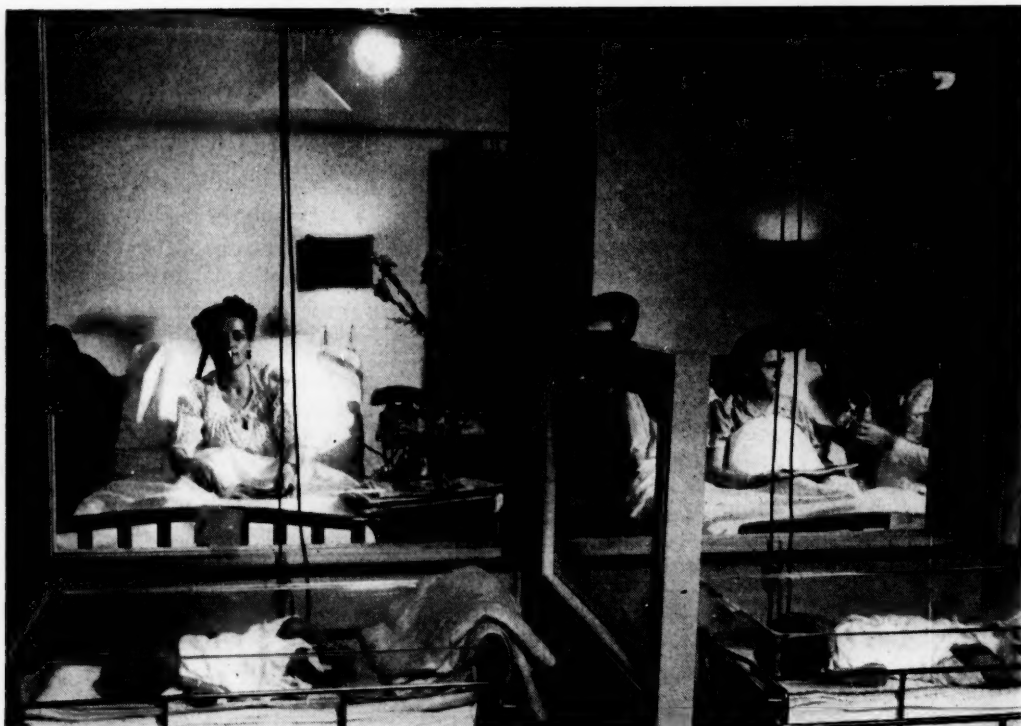
CERTAIN PROCEDURES IN THE care of young children are being accepted as contributing to a healthful relationship. Rooming-in arrangements in the maternity hospital, self-regulating feeding of infants, and later and less abrupt methods of weaning and toilet training all enhance the parents' ability to become familiar with and enjoy their child without the need of rigid disciplinary routines. As the child's affection for his parents is fostered, rather than his fear, later discipline itself becomes both easier and more intelligent, and his independence is promoted.

(The photographs on the next page show new maternity hospital procedures in the George Washington University Hospital, Washington, D. C.)

Plastic bassinets
can be hooked
to the mother's bed
permitting her to
feed and play with
her baby

*Photographs courtesy
George Washington
University Hospital and
Federal Works Agency
Washington, D. C.*

Double rooms
with picture windows
through which the
mothers may view
the nursery



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Nurture In Other Lands

At the 1948 A.C.E. Study Conference in St. Louis, one of the general sessions had for its theme "The World's Children: The Problems We Face." Guests at this session included representatives from thirteen countries. Excerpts from the addresses of two of the six who spoke are quoted here because they give glimpses of child nurture in other lands.

Majorie A. Walsh is supervisor of kindergarten and primary departments in the public schools of London, Ontario, Canada. She is president of the Canadian Association for Childhood Education and during 1948-50 will serve as a member of the Board of Editors for CHILDHOOD EDUCATION.

Ma Yee Yee is deputy inspectress of schools for physical education, Lower Burma, and has spent the past year in graduate study at the University of Michigan.

From Canada

By MARJORIE A. WALSH

LIKE THE UNITED STATES, THE peoples of Canada have a real and growing awareness of responsibility for their children. From the many innovations that have been made or extended in recent years on their behalf, it would please me to tell you of some of the advances that Canada has accomplished for the six-year-old and younger child.

A 1947 survey of the Research Committee of the Canadian Association for Childhood Education in cooperation with the ministers of education of the provinces of Canada reveals that the kindergarten movement is spreading widely through the Dominion. It is gratifying to learn that the city of Winnipeg has, in the last few years, opened some twenty kindergartens for its five-year-olds. In smaller towns, the kindergarten-primary classes—a kind of transitional grade between kindergarten and first grade—are growing rapidly in popularity.

Ottawa, as an integral part of its

public school system, has pioneered in junior kindergartens for the four-year-old. There is every reason to believe that the success of the four-year-old kindergartens in Ottawa and Toronto will encourage other cities to incorporate similar educational facilities—well-equipped and well-staffed.

Throughout the Dominion, a highly effective medical service for the preschool child is rapidly expanding its areas of work. In many of our cities, a very large percentage of the children enter school fully immunized against such diseases as whooping cough, diphtheria, tetanus, and smallpox. They receive as well a complete preschool examination with the parent present. During the kindergarten year the children have dental, eye, and ear examinations by competent medical authorities and corrections of discovered defects are made where possible.

Among the excellent educational radio programs—an experimental series for the preschool age child, "Kin-

dergarten of the Air"—is broadcast Monday to Friday. A joint project of the Canadian Broadcasting Company and the Toronto Junior League, the series has been planned with the help of the Canadian Federation of Home and Schools and the Federated Women's Institutes of Canada. The programs are designed to give children in rural areas, who are too young or too far from a school, creative stimulus which will help them to develop creative play, observation, and self-help. Another aim is to have the programs serve as a pattern and guide for mothers in playing with and in teaching their children.

From Burma

By MA YEE YEE

THE IDEA OF THE "WORLD'S CHILDREN" gives me great relief because that means our Burmese children are a part of the world's children and our problems are the world's problems. Once I return to Burma, I am glad I can turn to A.C.E. for help. With your help, I know we can make further progress in childhood education.

Now I shall tell you about our children in Burma. In the first place, the traditions of Burmese culture about the status of children means that they must always give their respect to parents and teachers. They must obey them and always be in the wrong because what the elders say or do is always right. Children are always told what to do and what not to do.

At the same time, the parents have a clear idea of their duties to their children. There are five of these duties which are supposed to have been laid down by the learned people:

May I tell you also that the First Royal Commission of the Province of Ontario, in session for two years and composed of persons representing all groups interested in the education of children, will soon present to our government its recommendations for revisions in our educational system. We are waiting to hear this report now, and we feel assured that among the suggestions made there will be those which will deal with our problems of teacher training and extended educational opportunities for the younger children.

And so in a thousand ways Canada is attempting to care for her children.

To suppress the evil in the children.
To direct them to the good in life.
To make them learn things.
To provide some money to start them in life.
To see that they are happily married.

With our Burmese parents, love is not mentioned. But this is one of the basic needs of the children. Love is taken for granted. In fact, when parents are in a more selfish mood than usual, they may regard the love of children as a nuisance. This hinders the parents' prospects of *Nirvana*.

When children are sent to school, they are left entirely in the hands of the teachers. A parent often says to the teacher, "We want him to learn the three R's, to be obedient and polite. Please do what you like with my child. Beat him if he does not obey. So long as there is no injury, we will be satisfied."

But if the child points out the mistake of the adults or reasons out for



Guests from other countries, Mary Dabney Davis, Winifred E. Bain and Agnes Snyder at the final session of the A.C.E. Annual Study Conference, St. Louis, April 1948

himself, he is considered as unmanageable. This philosophy of education teaches the child to obey elders and makes learning to read, write, and calculate important.

Now I will talk about our post-war schools. The authorities are reconstructing many schools and buildings. Some of these are elaborate or furnished with modern equipment.

The authorities are reviving the interest among teachers to reopen their schools. But little financial aid is given to schools which need repair, and to replace books. Some teachers, in spite of the fact that they are under-paid, spend money out of their own pockets to get the buildings rebuilt and some furniture added. I visited about forty village schools in Lower Burma and only four

or five have furniture, and there is not enough for every one.

In 1947 there has been one advance in education. The government passed the compulsory free education act and there are plans to have one uniform system of schools all through the country. I noticed the children's keen enthusiasm to study and to make up for what they lost during the war years when the whole educational system practically disappeared. Even so, there is not enough chalk to write on blackboards, and children have no books. Educational reconstruction is progressing slowly.

At this conference I have gained much confidence and courage to return and do some educational reconstruction in Burma.



Britain's Nursery Schools

By LOUISE MORGAN

Children who attended Britain's wartime nurseries improved so much that educationists and parents began to realize the value of these institutions. What Britain is doing today to nurture its youngest is related by Louise Morgan who is on the staff of the *London News Chronicle*.

BITAIN IS THE FIRST COUNTRY IN the world to provide free education with medical and other care on a national scale for young children from two to five years.

Throughout the country, the local authorities are working to provide nursery schools wherever they are needed. Many of the wartime day nurseries, set up to help mothers employed in munition factories, are being carried on by the welfare authorities. In addition to these, there are some 370 self-contained nursery schools and over 2,300 nursery classes for children from three to five in infant schools. Many of

these schools are among the most modern in the world.

Recently, Britain's Prime Minister, Mr. Attlee, made a dramatic move to quicken the pace by appealing for 250,000 pounds as a memorial fund to Margaret McMillan, the world-famous Scotswoman born in New York who devoted her life to the service of children under five. The money will be used as she would have wished it to be—in founding first-class training centers for nursery school teachers and in other measures for the benefit of the "little ones" she loved so well.

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Standards To Be Attained

The law demands that each nursery, whatever its type may be to suit local needs, must have certain essentials. Premises must be light and airy with plenty of play space indoors and out. The nurseries must be heated in cold weather, not too far from parents' homes, have all modern sanitary conveniences, and a kitchen for cooking food for children and staff.

Color is held to be important and should show in gay curtains, attractively arranged flowers, painted toys, pictures, books, and crockery. There should be storage places for big and small toys, a bath for water play, sand bin, chalks, paints, and so on. Building and equipment should be child size with windows the children can look through, door-handles they can turn, chairs and tables they can carry.

The staff that deals with the children should all be qualified, except students working under supervision. Students may not be trained in any nursery which has not reached the required standard. The staff should include teachers, nurses, housekeepers, cooks, gardeners, and cleaners. Doctors, dietitians, and trained nurses should also be available for consultation at short notice.

The attitude of Britain's government has been made clear in many simply worded publications with illustrations. The old idea that education for the under-fives is necessary only to help poor children in bad homes has been discarded. The government now declares that education between two and five in modern nurseries is important, that the nurseries should be regarded as extensions of the home, and that the relationship between nursery and home is vital for the child's later development.

Another point made is that the child should not be "chopped in two" between teacher and nurse or between the department of education and the department of health. The teacher is apt to disregard the body, the nurse to disregard the mind. But the government insists that to care only for the body and to neglect the mind is as bad as it is to care only for the mind and neglect the body. Between them as a cooperative effort the staff of a nursery should look after all sides of the child's welfare. Each must understand and respect the work of the other and look upon the child as a personality full of possibilities for growth in many directions. To make individual attention possible the nursery should have about forty children, fifteen of whom might be under three.

Quite naturally, due to the abnormal shortages of building material, equipment and trained staff, not all nurseries can reach the standard aimed at by the authorities. London County Council which governs the whole of London is faced with the biggest local job in Britain. While the crisis lasts the Council has decided to make provision for a large number of "not-yet-fives" in reasonably fair conditions rather than to provide ideal schools for a few children. London, however, has a number of nurseries built on such modern lines and so well run that they draw experts from all over the world to admire them and learn from them.

Services Given

But whatever the shortages, there will be no skimping on food and medical care. Like all British school children, every child who attends a nursery school is eligible for a hot, nourishing

mid-day dinner; two-thirds of a pint of milk each day, and medical inspection.

In addition, the under-fives receive codliver oil, orange juice and vitamins, and sleep or rest in the fresh air after dinner. The total number of nursery, primary, and secondary school children now being provided with school dinners is 2,322,000. A hot mid-day meal is provided for the cost of the food—usually ten cents—but for those who cannot afford it, the meal is free. Children of the well-to-do are on the school meals list. Eating together, as well as working and playing together, is a good thing for children.¹

No account of nursery education would be complete without mention of local voluntary initiative. Not only individual men and women but voluntary organizations of all kinds have done pioneer work and are now cooperating whole-heartedly with the state in implementing the law without any thought of personal gain.

The Need for Nursery Schools

It is unfortunate that Margaret McMillan died before knowing that the movement she inaugurated was to be incorporated in Britain's laws. Half a century ago she fought for school baths; in 1907 she secured medical inspection in schools after a heartbreaking struggle; in 1908 she opened an experimental clinic with the help of an American, Joseph Fels; in 1914 she founded the first open-air nursery school; and in 1929, two years before her death, she had the joy of seeing the first college opened "for training students in the theory and practice of

dealing with young children." The foundation stone was laid by Lady Astor whose generosity made the college possible.

Though Margaret McMillan proved the fundamental value of nursery schools by figures which in her own words, "should have startled the world but didn't," there were only a few over one hundred in Britain in 1938. It seems incredible that the authorities of the time did not take action on her medical reports. For example, it was found that at her first nursery school for two hundred thirty children under five, eighty per cent of them had rickets at the age of two. Even more startling, many were cured in six weeks at the nursery; a much larger number was made perfectly healthy in six months, and in a year there was no case of rickets left in the school.

What happened in Britain's nurseries in World War II was not quite so spectacular but it was astonishing enough and on a very large scale. Children improved so much in looks, manners, health, friendliness and power of speech that sometimes their own parents could scarcely recognize them. Mothers and fathers as well as educationists began to realize the need for young children to develop their bodies and minds and to be active among others of their age if they were to grow into happy, responsible adults.

There is no question that a great number of young mothers and fathers in Britain today are fully awake to the importance of the "nurture" which can only be secured for the child by cooperation between home and school from the earliest possible age. They know that the modern nursery is not only the child's but the parents' charter.

¹ Editor's Note: For a report on school lunches for children in the United States see the introduction to *Lunch at School*, bulletin of the Association for Childhood Education.

National Conference on Family Life . . .

NOW AND THEN SOMETHING HAPPENS TO make us realize with a start that history is being made. One such event was the first National Conference on Family Life. The Association for Childhood Education was one of one hundred twenty-five organizations which sponsored the conference.

The National Conference on Family Life was significant from several standpoints. It brought together people from all agencies and organizations having a concern for family life. The sponsoring organizations represented more than forty million people. For the first time national representatives of labor, management, law, religion, education, health, social work, anthropology, sociology, psychology, and many others met together "to discover specific means by which the American family may be strengthened for the benefit of its individual members and society."

Significant also was the planning of the conference. More than nine hundred people in committee groups participated in writing materials in all the areas of family life. Each person attending received "working papers" which summarized the findings in each area.

More than one third of the program time was devoted to twenty-nine small working groups each of which was a cross-section of the total conference membership. What a unique experience to see people from so many different walks of life sitting around a table discussing ways of strengthening family life! Viewed against the all too frequent negative comments of the past about the faults and failures of the modern family, it was reassuring that people from so many groups wanted to work together.

What are the implications of the National Conference on Family Life for us as educators? Crowded and inadequate housing conditions, poor nutrition and meager health services, lack of wholesome recreational facilities, and too limited educational opportunities in many localities all militate against family living.

To condemn such unfortunate conditions is not enough! We must join hands to eliminate them, and take constructive action to bring about those facilities and services conducive to satisfying family life.

The conference focussed attention on the family as a unit with its interacting personalities. We cannot really understand children and adequately plan for their best growth and development unless we know them in the family group. We need to understand these interacting forces and to know their effect on the personality of the child.

In these days of crowded classrooms and over-burdened teachers, it has become impossible to do all we desire in understanding the child as a part of his family. This is one significant reason why we urge that classes be reduced to a size in which children can have the individual attention and understanding which is their right.

The value of close relationships between the home and the school was well emphasized. Only as there is continuing give-and-take between teachers and parents can we do for the child what he needs and help him take his place as a citizen in a complex world. Parents can serve as resources to teachers in understanding children. Teachers can help parents in gaining perspective about children. More than this, public education can progress only as fast as parents understand the educational program. As they participate in school activities, parents come to understand this program. Such parents serve as worthy interpreters of education to the public.

Let us seek more effective ways to achieve cooperative relationships between the home and school.

IF WE ARE TO STRENGTHEN FAMILY LIVING, one of the most significant contributions can be made through education for family living in the elementary school, the secondary school, college, and adult education. We need to familiarize ourselves with what is being done in the schools and colleges and to consider how further progress can be made in helping children, young people, and adults to gain insight into the meaning of democratic family life.

The work of the National Conference on Family Life is not over. It has just begun. The real value of the conference will lie in what is done in each community. The help of everyone is needed!

The Editorial Board

SEVEN NEW MEMBERS JOIN the Editorial Board of CHILDHOOD EDUCATION as contributing editors to serve during 1948-50. Edna Brinkerhoff, Evanston, Illinois, will make her contribution as a teacher of children and as A.C.E. publications' representative of the Chicago branch of the Association.

Myron Cunningham, Little Rock, Arkansas, will present his point of view as a state supervisor of elementary education and as a graduate student at Northwestern University where he is doing graduate work.

Dorothy T. Hayes will contribute a parent's point of view as well as that of a teacher of teachers at Syracuse University.

Alice Miel, Teachers College, Columbia University, will serve as a teacher of teachers and as an individual who has considerable insight into the possibilities in educational journalism.

David H. Russell, Berkeley, California, will help to guide CHILDHOOD EDUCATION as a professor of education and as an international observer. He will spend a sabbatical year in Europe.

Grace E. Storms, Boston, Massachusetts, will make her contribution as a worker in religious education for the Congregational Christian Churches.

Marjorie A. Walsh will serve as an international representative and as a supervisor of kindergarten and primary departments in the public schools of Ontario, Canada.

William H. Kilpatrick and Willard C. Olson will continue as members of long standing on the Board. They are "deans" of the philosophy of education and the research in human development that guide the over-all planning and purposes of CHILDHOOD EDUCATION.

May Hill Arbuthnot who has served before as editor of books for children will again serve a two-year term. She succeeds Dorothy K. Cadwallader some of whose "books across the sea" activities were described in CHILDHOOD EDUCATION, May 1948.

Muriel Crosby, Beatrice Hurley, and Elizabeth Mechem Fuller will continue to edit bulletins and pamphlets, books for teachers, and research abstracts.

American Friends Service Committee "Newsletter"

ONE OF THE MOST INFORMATIVE publications concerning gifts abroad is the *Newsletter* of the American Friends Service

Across the

Committee. A recent letter tells where gifts of money and clothing go, and answers some questions people have been asking about their gifts: How can we be sure our gifts reach the people for whom they are meant? Why can't we put money in the pockets of the garments we send? How can we be sure our gifts of money are used for the purpose we have intended?

A third section of the *Newsletter* lists service projects in which folk of all ages can engage. "Togs in a Towel" is one of the most intriguing and important projects listed for the older children while the making of cuddly toys and bean bags is listed for the younger children.

It is not possible to send gifts directly to individuals through the Friends Service Committee because the Friends believe in service of another kind:

We believe that it is important to help those in greatest need. If only certain individuals in a certain town keep getting packages and their next-door neighbors receive nothing, great unhappiness can result. By asking the people in a community to decide for themselves who should receive food and clothing, we are working together so that they may help themselves. Individual gift packages are a source of great satisfaction to those of us who send them but we personally feel we must forego our own satisfaction for a more surely fair way of helping our brothers. For those who have families and personal friends overseas they must, of course, try to take care of their own people in this way.

The *Newsletter* concludes with information on the seed project in which many teachers and children have been engaged. Gardens may be "bought" anytime to January 1, 1949, and the seeds will be sent from Philadelphia to arrive in Japan and Germany before the planting season begins. More information about any of these projects may be obtained from American Friends Service Committee, 20 South Twelfth Street, Philadelphia, Pa.

Meetings of Interest

SEVERAL INTERNATIONAL meetings of interest were held in various parts of the world during the past summer. Perhaps the one of most immediate interest to teachers of children was the UNESCO SEMINAR ON CHILDHOOD EDUCATION held in Prague, Czechoslovakia, July 21 to August 25, to which the A.C.E. sent a representative. Aase Skaard, professor of psychology, Oslo University, Nor-

Editor's Desk

way, served as the director. A news note concerning this seminar and the A.C.E. representative are on page 45 of this issue.

The UNESCO SEMINAR ON TEACHER EDUCATION held near London, England, under the direction of Karl W. Bigelow, professor of education at Teachers College, Columbia University, is another meeting of interest. Gertrude Hankamp, executive secretary of the Association for Supervision and Curriculum Development, NEA, was a delegate to this seminar and will prepare a report of it for CHILDHOOD EDUCATION.

Two other international meetings of interest were the WORLD HEALTH ORGANIZATION which met in Geneva, Switzerland, in July, and the INTERNATIONAL CONGRESS ON MENTAL HYGIENE which met in London during August. Future issues of CHILDHOOD EDUCATION will carry reports of significant discussions at these meetings.

In Washington, D. C., there have been three recent meetings which have implications for teachers of children. One of these—THE NATIONAL CONFERENCE ON FAMILY LIFE—is reported editorially by Myra Woodruff on page 35 of this issue.

The NATIONAL HEALTH ASSEMBLY held May 1-4 had section meetings devoted to discussions of dental health, chronic disease, local public health units, rehabilitation, research, rural health, nutrition, and maternal and child health. Quotations from the address by Brock Chisholm given at the May 1 luncheon meeting—Child Health Day—are published in this issue.

In the section on state and community planning, many interesting projects were reported. Florence Sabin described the citizens' planning projects in Colorado, told how action programs were based on surveys and state information, using the shock treatment of reporting how bad conditions are in the state and local community to bring results, and on the people's own initiative and support, individually and organizationally. She called for mobilization of state and local community groups, utilization of the radio and press to inform people, and to encourage favorable public opinion toward better health programs.

The section on maternal and child health prepared a statement on where are we now in

maternal and child health. The article by Martha Eliot and Marion Faegre "Does America Care for Its Children?" on page 17 of this issue was suggested by the report of this section. Information that cooperative, all-inclusive community health projects are underway and working well was a most encouraging contribution of the Assembly.

The THIRD NATIONAL CONFERENCE ON CITIZENSHIP sponsored by the Attorney General of the United States and the National Education Association was held May 16-19. Thumbnail reports given by Ruth Cunningham, associate professor of education, Teachers College, Columbia University, summarized the group discussions. Some generalizations and quotes from her reports are given below:

A good American citizen must be a world-minded citizen. The "how" of developing world mindedness lies in ridding ourselves of fears and in developing better means of communicating our values to each other.

The place to start building world citizens is in our own back yards—our communities and our nation.

"Democracy is not worthy of the name unless it is a democracy for everyone with equal rights, equal privileges, equal responsibilities for all."

People, all people, everybody, everywhere; people are important.

Three faiths have we: legislation, education, participation, and the greatest of these is participation.

Seven ideas worthy of major consideration: Let's be sure we know where we are. Let's be sure we know where we are going. Cooperation means everybody. Let's find the people who can help us go where we want to go; that is, the leaders. Talk alone doesn't get the job done. We must practice what we preach. We must know where we have been and be aware of how we have moved from there to here if we are to be wise in planning where we are to go next.

"We have taken a tuck in time; we have put a pleat in space; if we are to live comfortably in this tight world, we must let out the old seams of our thinking."

Published proceedings of these national conferences will soon be available for general distribution and are recommended reading for everyone concerned about the problems and areas of human welfare with which these conferences dealt.

Workshop Letters

IN THE MAY ISSUE WE requested letters from people who attended a workshop this summer and felt they would like to share their experiences with the readers of CHILDHOOD EDUCATION. As this issue goes to press (late July) we have received one manuscript and several letters. We shall share these materials with you in the October issue.

Books FOR TEACHERS . . .

CHILDREN AND BOOKS. By May Hill Arbuthnot. Chicago, Illinois: Scott, Foresman and Company, 1947. Pp. 626. \$5.

This valuable book is designed essentially as a textbook in children's literature. As such it will serve a really important purpose. In addition, parents, librarians, and all others who are interested in bringing good books to children will find it exceedingly helpful. Mrs. Arbuthnot has chosen her authors and books with critical discrimination, including only those books which many children have valued.

The book contains six parts: An introduction which deals with the history of children's books and the child and his books. Part II covers the field of children's verse and how to use it with children. Part III deals admirably with once-upon-a-time stories. Part IV is titled "It Could Have Happened" and brings the reader into contact with stories of the here-and-now as well as with those of other times and places. Biography and other informational material is covered in Part V. The radio, comic strips, and movies are well dealt with in Part VI.

A reader little versed in the field of children's literature would come to know types of literature children like; the authors of children's books, and many, many books for children because of the careful annotations. It is a book well worth owning—BEATRICE J. HURLEY, assistant professor of education, New York University.

DEVELOPING YOUR CHILD'S PERSONALITY. By Gelolo McHugh. New York: D. Appleton-Century Company, 1947. Pp. 234. \$2.75.

This book is a practical manual of child psychology. It is simply written, dealing with technical matters in language to make it interesting and valuable to parents, prospective parents, educators, and others concerned with the guidance of children through the first five years. It suggests means of securing favorable conditions for parenthood and points out some of the desirable personal qualifications for parents.

The author feels that since more people are

engaged in the important occupation of parenthood than in any other activity, successful training is necessary to meet its responsibilities. To show parents how their psychological attitude during the period of pregnancy has an important bearing on the rearing of the child after birth he says:

One of three conditions plays an important part in the beginning of every parenthood. The start of each individual life today is planned, incidental or accidental. The ease of psychological adjustment to parenthood depends in large measure on whether the baby is wanted and planned for, is merely incidental to marriage, or is definitely *not* wanted.

He elaborates on these conditions with a new approach and modern technology for an age-old problem.

Other general subjects of child care such as eating and sleeping, toilet habits, sex learning, and preparing for the second child are discussed.

This book is valuable for its understandable information indexed by subject to be readily obtainable. Incidentally, it is fun to read!—Reviewed by MARGARET CROMBIE, teacher of kindergarten, Medina, Ohio.

THE WORLD BOOK ENCYCLOPEDIA. In eighteen volumes, a reading and study guide. Chicago: The Quarrie Corporation, 1947.

This is a review to which staff, parents, and children of Green Acres School, Bethesda, Maryland, have contributed. The compilation of opinions has been made by Beatrice Ablen, director of the school.

A staff member carried a volume of *The World Book* to the beauty parlor. As she sat under the drier she read the account of Latin America and then gave this evaluation:

If this is an example of the whole series, then I would say it is an excellent reference for children of nine or ten and up, and a good source of material for parents who wish to edit and pass on information and respond to the questions of younger children.

The section on Latin America is beautifully handled. It started off factually and dryly, giving statistics, topography, and so on. I felt that this was going to be just another stereotyped article in an encyclopedia. Not at all. The work is organized into sections and deals not only with the geography and industrial set-up of Latin America but gives in detail a picture of the way people

live. It covers not only history but also a sociological study of the cultures, racial origins, and religion.

There are excellent pictures and graphs, some in color. My only criticism is that some of the pictures are too small. For instance, the one illustrating the use of the machete is too small for the child to be able to see its shape and construction. There is a fine bibliography at the end of the section for the student who wishes to read further.

Above all, the tone of the article is such that the child develops sympathy and understanding of his Latin-American neighbors. If the other articles in this encyclopedia are like this, then we can be sure that the child will get a living concept of democracy in searching its pages.

Another teacher, interested in the Girl Scout movement, compared the description of this organization with one that she had read in another widely acclaimed encyclopedia. She described each account as equally accurate and attractive. The articles on "grasses," "heat," and the "horn book" she considered to be superior in *The World Book*, but she discovered that "glass" and "Great Britain" were more fully described in the other encyclopedia.

A parent with more than an ordinary interest in science and mathematics offered the following criticisms:

The treatment of "light" is good but there is not a list for suggested further reading in a field in which anyone who showed a natural interest might well have curiosity for additional information. For some inexplicable reason the concept of number as mathematically used gains no admission to these pages.

"Lacrosse" has half a column, not necessarily too long, but "latitude" has only twice as much and there can be no doubt that the explanation of the game has the best of it.

Twenty-five pages for Shakespeare and less than one for Shanghai—one of the most important cities in the world—seemed incongruous to a mother who had lived more years of her life in Europe, Japan, and New Zealand than she had in America. "How," she asks, "can children get a world point of view when geography of world-famous cities is so underestimated?" She deplored, too, the inadequate description of the Japanese bath tub which is so necessary to the sleeping comfort of these people and is not meant for cleansing purposes.

Other teachers and parents came through with the following comments:

The discussion of "heredity" should help to counteract widespread folk tales regarding inferior or superior races and unscientific statements regarding inheritance of criminal tendencies.

"Hitler" described as a tragic figure whose ideas grew directly from his own personal difficulties in getting along with society can be conducive to clear-eyed inquiry on the part of young readers—that a Hitler may develop wherever human emotions are distorted.

Negro history and potentialities are well presented and should, with the aid of thoughtful adult leadership, dispel trite and unsound concepts now abroad about Negroes in America.

Both teachers and parents liked the suggested bibliographies for younger and older readers at the ends of the articles. Color plates, too, were considered unusually good, not garish as they are in so many reproductions. The articles on coal mining, telepathy, telephone, consumer education, photography, and hobbies brought forth approval.

In conclusion all agreed that it was very worthwhile to have a set of *The World Book Encyclopedia* in the Green Acres library. That it has already been used to advantage was demonstrated by the five-year-old group. A horse's skull found in the woods was brought to school for identification and study. There was a great deal of interest in the teeth. The young researchers got Volume H and turned to the article on horses. Although it gave no pictures of the bones of the horse, they looked up the information on teeth, counted the teeth in the skull, and discovered that it was a mare's. To have this information delighted the children.

In another group a seven-year-old browsing on his own discovered an illustrated page in volume T called Toys You Can Make. At present this is the seven-and eight-year-olds' most treasured volume. All are trying out the suggestions. To look, to read, to do by one's self has proved to be an absorbing and rewarding pastime.

THE IMPROVEMENT OF READING. By Arthur I. Gates. New York: The Macmillan Company, 1947. Pp. 657. \$4.25.

This practical manual is the third edition of a well-known and widely used book. It describes the diagnostic tests designed by the author and gives directions for using them. It suggests and describes remedial measures which have proved helpful in teaching children to read. Many readers will find Chapter II which deals with reading activities and the stages of advancement in reading of special value.—BEATRICE J. HURLEY.

Books FOR CHILDREN . . .

Newbery and Caldecott Awards

1948 Newbery Medal for the most distinguished literature for children written the preceding year was awarded to William Pene du Bois for *Twenty-one Balloons*. It was published by Viking Press.

1948 Caldecott Medal for the most distinguished illustrations of a child's book for the preceding year was awarded to Roger Duvoisin for *White Snow, Bright Snow*. It was published by Lothrop, Lee and Shepard.

Children In Other Lands

THE BIG WAVE. By Pearl Buck. Prints by Hiroshige and Hokusai. Day, 1948. \$2. A Japanese boy, Jiya, sees his village and family wiped out by a tidal wave. He lives to rebuild his own life and the fishing village because as Kino's father says, "... life is stronger than death." This is the theme of the book.

The story has suspense, excitement, and humor, but it has more. It has a philosophy which children of the atomic age need to know. The famous prints which illustrate the book add to its atmosphere. Ages 8-14.

DAUGHTER OF THE MOUNTAINS. By Louise Rankin. Illustrated by Kurt Wiese.

Viking, 1948. \$2.50. When Momo's red-gold Lhasa terrier is stolen by a caravan of wool traders, it never occurs to her to do other than go after it. She travels alone from her home in the Tibetan mountains to the steaming coast of India. Fear never touches her nor doubt in the success of her mission, for Momo knows that she travels "under the special blessing of the Enlightened One." Her faith and fortitude are rewarded and she returns to her cold, clear mountain country with her beloved dog and good fortune for the whole family.

This adventure story presents a panorama of many types of life in the Far East. It is a memorable example of true religious faith however different from our own. Exciting illustrations add interest. Ages 9-12.

Picture Story Books

ROSIE THE RHINO. By Marion Conger. Pictures by Kurt Wiese. Abingdon-Cokesbury, 1948. \$1. Rosie is a cheerful, ultra-

feminine rhinoceros who, when liberty unexpectedly presents itself, walks out of the zoo and takes a stroll about town. Like any daughter of Eve adrift in the springtime, she heads at once for a hat shop. When she emerges she is wearing something very chic "with pink roses on top and a wisp—just a wisp—of pink veiling." Obviously Rosie is now ready for anything. Her adventures are all on the gentle side, but a child's party she finds fatiguing. After a brief snooze she is glad to return to the comparative quiet of the zoo.

This disarming little tale is as cheerful and delightful as Rosie herself. Children and adults will enjoy it equally. All ages.

MR. AND MRS. NOAH. By Lois Lenski.

Crowell, 1948. \$1. Lois Lenski must have known small children who were baffled by their Noah's Ark paraphernalia. "What is it all about?" they seem to demand. So she tells them, not the heroic, epic story of the Flood but a little, intimate, four-year-old-size story of the toy Mr. and Mrs. Noah, the animals, the ark, and the big rain. The pictures have the charm of toyland come alive. The text is pleasantly cadenced and as simple and honest as everything Lois Lenski writes, from *Little Auto* to *Strawberry Girl*. Certainly this brightly colored little book should always accompany the toy. Ages 3-6.

ABOUT PETER PLATYPUS. Written and illustrated by Inez Hogan. Dutton, 1948. \$1.

Of animal picture-stories there are hundreds but trust Inez Hogan to produce something fresh and funny. This time it is Peter Platypus who gets sick and tired of being called "peculiar" when obviously it is the other animals who are odd. In the course of his encounters with animal after animal, Peter shows off his many skills and mixed-up attributes, including being born in an egg and fed upon milk.

Thanks to some discerning human beings, Peter finally lands in a Platypusary with other platypuses to play with and no one to say, "How peculiar!" Humorous and beautiful drawings enhance Peter's unique charms. Ages 3-7.

Bulletins AND PAMPHLETS . .

Where Are We Going?

At the beginning of a new school year it is well for all of us to take stock of the status of education, of how we are meeting our obligations to children, and of what we can do better to meet the needs of children living in today's world. Five bulletins highlight this problem of taking stock.

TEACH THEM ALL. Prepared for the Educational Policies Commission and the Department of Elementary School Principals of the National Education Association by William H. Anderson, Jr. Washington 6, D. C.: the Association, 1201 16th St., N. W., Pp. 32. Thirty-five cents.

Calls attention to the need for systematic planning in elementary education now and serves as a tabloid introduction to *Education for All American Children*, a publication of the Educational Policies Commission.

School people should find many uses for this brief version of the larger publication, especially in public relations programs, in student-faculty discussions, and in parent education groups.

STILL UNFINISHED. *Our Educational Obligation to America's Children.* Report of a study conducted by the Institute of Administrative Research, Teachers College, Columbia University, and published by the National Education Association. Washington 6, D. C.: the Association, 1201 16th St., N.W. Pp. 32. Twenty-five cents.

What happened to the financial support of public schools during the war and post-war period is strikingly presented through brief text and pertinent graphs. Every teacher should study the facts and act upon the implications suggested in the concluding statement:

The only cure for inequality and denial of educational opportunity is federal aid for public education. This should be provided under a plan whereby the national government supplements state and local funds with enough aid to put the financing of public education on an adequate foundation in all school systems, and which distributes the federal aid in a manner that continues local and state control of the schools.

FROM SEA TO SHINING SEA. *Administrators Handbook for Intergroup Education.*

Prepared by the American Association of School Administrators, National Education Association. Washington 6, D. C.: the Association, 1201 16th St., N. W. Pp. 64. Fifty cents.

Discusses the nature of the peculiar American problem of intergroup understanding and points out "what school administration must do in order to make it possible for available materials, tested methods, and sound technics to be used effectively in all school systems." Among the topics presented, teachers and administrators will find these particularly helpful: Guiding Principles in Intergroup Education, Cooperative School-Community Action, and Preservice and Inservice Training for Intergroup Education. The selected bibliography provides a stimulus to further study.

EXTENDED SCHOOL SERVICES THROUGH THE ALL-DAY NEIGHBORHOOD SCHOOLS. *Curriculum Bulletin No. 2, 1947-48 Series.* Prepared by the Bureau of Reference, Research, and Statistics of the Board of Education of the City of New York. Brooklyn 2, N. Y.: the Bureau, 110 Livingston St. Pp. 86. Price not given.

How the All-Day Neighborhood School functions to help the child and through such help develops closer school-community ties is told in interesting anecdotes, reports of case studies, and descriptions of the program at work. Here is proof that a large city school system accepts its responsibility for making the school an integral and vital part of neighborhood living.

BEGINNINGS IN EDUCATION FOR DEMOCRATIC LIVING IN PASADENA, CALIFORNIA. By Lillian G. Gordon. Pasadena, Calif.: the Public Schools. Pp. 38. No price.

How one community is attempting to recognize and meet its needs in terms of intercultural understanding and appreciation. Three major sections describe community activities, a tested project with adults, and a proposed project with elementary school pupils. A fourth section provides annotated bibliographies for teachers and children in the elementary schools.

Rural Education

Twentieth Century technological and scientific achievements have so sharpened our awareness of the earth and its peoples that we frequently tend to lose sight of differences between peoples and environments. That people living in rural areas have needs specifically theirs should be recognized so that the education of rural boys and girls may be more functional.

WHAT CAN WE EXPECT OF RURAL SCHOOLS? By Mildred Cranston. New York 22, N. Y.: The Woman's Press, 600 Lexington Avenue. Pp. 45. Thirty-five cen's.

Presents in a form conducive to use by adult study groups the needs of rural youth and communities. It cites special rural problems and suggests ways of meeting them. Unfortunately, the author fosters the misconception often attached to the place of music, art, and the development of social attitudes by discussing them under the heading "Important Extras." Rural teachers and supervisors will find this bulletin generally helpful.

SAFETY EDUCATION IN RURAL SCHOOLS. Rural Series Bulletin No. 1. Prepared by the Department of Rural Education and the National Commission on Safety Education, National Education Association. Washington 6, D. C.: the Association, 1201 16th St., N. W. Pp. 36. Thirty-five cents.

Recognizes the hazards which confront rural people and points out the fact that most accidents could be eliminated through systematic planning. Specific suggestions for organizing and developing a safety program are provided. Many experiences and situations involving safety instruction are suggested. Both urban and rural teachers will find much of value in this first bulletin in a series on safety education in rural schools.

A Questionnaire Study: The Association for Childhood Education plans to publish in 1949 a bulletin tentatively titled "Are These Our Schools?" To obtain some of the material for this bulletin we are asking the readers of CHILDHOOD EDUCATION to help. Brief replies to the following questions keyed to the theme for this issue will be appreciated:

1. In your school, what are some of the conditions under which children live that are de-

Orienting Parents

More and more the public schools are recognizing that one of the most potent influences in the orientation of young children to school life is the successful orientation of their parents to the purposes of the school.

HIPPITY HOP TO SCHOOL WITH THE SIXES AND SEVENS. By Lillian Engelsen. Mt. Pleasant, Mich.: Central Michigan College of Education. Unpaged. Price not given.

Indicates some of the experiences the school provides and suggests ways in which parents may help. Parents of first-graders will be most appreciative of it. A more positive statement about the advantages of attending kindergarten would be desirable.

KINDERGARTEN HANDBOOK Clayton, Mo.: the Public Schools. Unpaged. Price not given.

Gives parents excellent information and a point of view about the kindergarten and describes ways in which the kindergarten meets the needs of children. This simply written, concise bulletin in mimeograph form should not only serve its own purposes but guide others interested in developing similar bulletins.

Fortunate indeed are the boys and girls who live in Clayton. In their public schools they may have three semesters of kindergarten experiences—one semester of pre-kindergarten is elective but all children may have a full year.

WE GO TO SCHOOL. Baltimore, Md.: the Public Schools. Unpaged. Price not given.

One of the most beautifully prepared pictorial presentations of a child's first experiences in school, this bulletin is almost shocking in its unintentional revelation of the evils of segregation. In this sense, more than any other, let us hope the Baltimore schools have made a contribution to action for children.

trimental to their physical and mental health?

2. What are some of the good conditions?

3. What is being done at the present time to improve the unfavorable conditions?

4. Who is taking responsibility for the improvements—the teacher, the administration, the parents, community agencies?

5. What is being planned to better physical and mental health conditions in the future?

Please send your replies, illustrated with anecdotal accounts if possible, to the editor.

News HERE AND THERE . . .

A. C. E. Fellow 1948-49

Alberta L. Meyer, teacher in the St. Louis public schools, arrived in Washington July 6 as the A.C.E. Fellow for 1948-49.

Miss Meyer is a graduate of Harris Teachers College in St. Louis and Teachers College, Columbia University. She has had twelve years of successful teaching experience in all the eight grades of the public schools of St. Louis. Her most recent experience has been in the Hempstead School of St. Louis of which Sue Ryan is the principal.

Miss Meyer's major interest is in the fields of elementary science and in cultural relationships. She has served as president of the St. Louis A.C.E. since 1946 and was chairman for the 1948 A.C.E. Study Conference held in St. Louis last April. At headquarters, Miss Meyer represents not only A.C.E. members in Missouri but in the other states of the Great Lakes Area.

This Fellowship was established in 1939. During the war years it was discontinued to prevent the necessity of asking a successful teacher to leave her post of duty during these years.

The Fellowship covers a period of eleven months and the invitation goes in turn to teachers in different sections of the country. The recipient is selected by the Executive Board of the Association and an invitation is extended to her through the superintendent of the school system in which she teaches.

At A.C.E. headquarters the Fellow is a representative of the members of the Association. She takes part in the routine work so that she may become familiar with all phases of the organization's activities. She participates in staff

and board conferences and presents there the viewpoint of the teacher in the classroom, the member in the local branch or state group.

Opportunities are given the Fellow to become acquainted not only with the work of the A.C.E. but also the work of other national and international organizations. She visits schools in the Washington area and investigates the services that government bureaus offer to those interested in children.

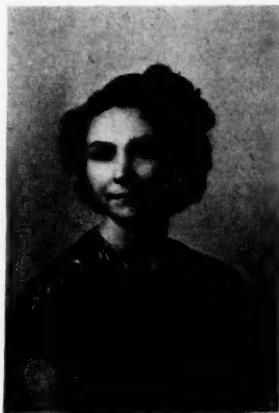
The Association's needs and plan of work for each particular year, as well as the personal qualifications of the teacher, guide the selection of the Fellow. In order that there be freedom to select appointees on this basis, applications are not encouraged. The Fellow for 1949-50 will be selected from the Great Plains Area.

German Educator Is A. C. E. Guest

On April 16, 1948, Elizabeth Schliebe-Lippert, a German educator, arrived in Washington, D. C., as the recipient of a six months Patty Smith Hill Post-War Study Grant from the Association for Childhood Education, International.

Dr. Schliebe-Lippert is a member of the ministry of education in the State of Hesse with headquarters at Wiesbaden. Her special interests are in teacher education, psychology, and research. Her study of education in the United States has included visits to elementary and high schools, colleges and universities, and to community centers of various kinds. She has participated in university classes, in conferences and workshops. The longest period of study was at the University of Maryland where for four weeks she was a valued member of the seminar in international education.

Her visit in the United States began with participation in the 1948 A.C.E. Study Conference in St. Louis last April. It will close with an exploration of educational programs in the Boston and New York areas. She sails from New York City in early October. As she returns to Germany to assist in the reorganization of teacher education, and in planning for changes in kindergartens, elementary and high school programs, she carries with her the good wishes of many American friends.



Alberta L. Meyer

Marjorie Hardy

Early in June while staying at her home in Maine which she loved so much Marjorie Hardy was taken ill. Though she was able to stand the journey to a hospital in Detroit, her death came there on June 20. The funeral services were held at the home of her mother in Adrian, Michigan.

All who knew her will remember her most happily: her short, sturdy little figure; the radiant friendliness of her smile, and that something about her which made one sure that she would always be adequate to meet whatever crisis might arise. With the children she was alert, understanding, humorous, much beloved by them.

She was graduated from Miss Wood's Kindergarten-Primary Training School in Minneapolis in 1911, took her degree at the University of Chicago, and remained there as critic teacher in the Laboratory School, associated with Alice Temple and Katherine Martin. At this time she wrote the series of readers called *The Child's Own Way*. She took her master's degree at Teachers College, Columbia University, and later became head of the elementary department of the Germantown Friends School in Philadelphia where she became a "Convinced Quaker."

She served as president of the A.C.E. during 1941-43. In April 1942 she presided over the Golden Jubilee Convention held in Buffalo, New York. Those present at the last session will remember that just before declaring the convention adjourned she said, "Let us have a moment of silence before we part, to ask God's blessing on all the plans the A.C.E. has made for the happiness and well-being of children the world over." That quiet unifying moment gave new impetus to each one.

Her name will stand high on the Roll of Honor of those who have made a lasting contribution to the advancement of early childhood education.—STELLA LOUISE WOOD



Marjorie Hardy

Catharine R. Watkins

Catharine R. Watkins, a beloved president of the International Kindergarten Union from 1915 to 1917 and a life member of the Association for Childhood Education since its inception in 1931, died at her home in Washington, D. C., on July 16, 1948.

Miss Watkins was a young kindergarten teacher in the early period of the International Kindergarten Union, entering the school system in Washington, D. C., in 1896 when kindergartens were still in the experimental stage. Miss Watkins continued as director of kindergartens until her retirement in 1936.

As the leader of the kindergarten movement in the nation's capital, Miss Watkins had a rare opportunity to further the growth and development of kindergartens in the United States. She became a recognized leader in this country and abroad. Her activities in the International Kindergarten Union and later in the Association for Childhood Education included chairmanship of committees and active membership.

Miss Watkins was born and spent her life in Washington. She was educated at the old Froebel Academy and the Phoebe Hearst Kindergarten School. Later, during her years of teaching and supervising, she took numerous courses at Teachers College, Columbia University, and studied at Oxford University in England.

Catharine Watkins loved children and had a deep interest in their welfare and wholesome development. She was a trustworthy leader, sincere, dependable and courageous. She had dignity, graciousness, and wisdom, and an abiding faith in God and in the ultimate triumph of goodness and truth. We shall miss her constant and loyal interest in all A.C.E. activities and her warm friendship.—EDNA DEAN BAKER



Catharine R. Watkins

Grace Anna Fry

Grace Anna Fry, known to thousands of University of Cincinnati graduates and Cincinnati teachers, died May 22.

Miss Fry who retired in September 1939 studied at Ohio Wesleyan University, Columbia University, the former Cincinnati Kindergarten Training School, and the University of Cincinnati. Her long teaching career began in 1897 when she was appointed director of the Plum Street Kindergarten in Cincinnati. In 1902 she went to Rochester, New York, as assistant supervisor of curriculum studies at a normal school there. The following year she returned to Cincinnati to direct kindergarten and primary teaching at the Bartholomew-Clifton School.

In 1908 Miss Fry became supervisor of the Cincinnati Kindergarten Training School, later merged with the Teachers College, University of Cincinnati. At the University she continued to direct kindergarten training until her retirement in 1939.

Miss Fry held membership in a number of educational organizations and was an active member of the Association for Childhood Education, International, serving on national committees and holding positions of honor in local A.C.E. groups.

Her death closes a career devoted to service to teachers and children. She is remembered as a "gracious lady" and a true educator.

A.C.E. Represented at UNESCO Seminar

Hazel Gabbard attended the UNESCO Seminar on Childhood Education held in Prague July 21 to August 25. Miss Gabbard's participation was sponsored jointly by the U. S. Office of Education and the Association for Childhood Education. Her report on the seminar will appear later in CHILDHOOD EDUCATION.

Following the seminar, as an observer for the Association for Childhood Education, Miss Gabbard attended the meetings of the proposed World Council on Early Childhood Education.

Hattie Parrott Resigns

Hattie S. Parrott resigned in July from her work in the State Department of Public Instruction of North Carolina.

Miss Parrott has served as a classroom teacher in both rural and city schools, a supervising principal, an assistant county superintendent, a supervisor and as an instructor in a number

of summer schools. These activities, in addition to wide study and travel experiences, contributed to the success of her work.

Always alert to the need for improving the opportunities offered the children of the state, Miss Parrott encouraged and helped with many progressive movements. Some of these were consolidation, curriculum development, improved equipment, supervision of rural schools.

For many years Miss Parrott has been an active and enthusiastic member of the Association for Childhood Education at the state, national and international levels. She has served on a number of committees, given leadership in many of the national conferences, and for two years as secretary-treasurer was a member of the Executive Board, A.C.E. International. She now plans to give the major part of her time to A.C.E. work. She will be active as advisor to the North Carolina A.C.E., as a member of International's Committee on UNESCO, and as chairman of a national committee on legislation. Children and teachers have and will continue to benefit greatly from Miss Parrott's deep interest in their welfare.

(Continued on page 47)

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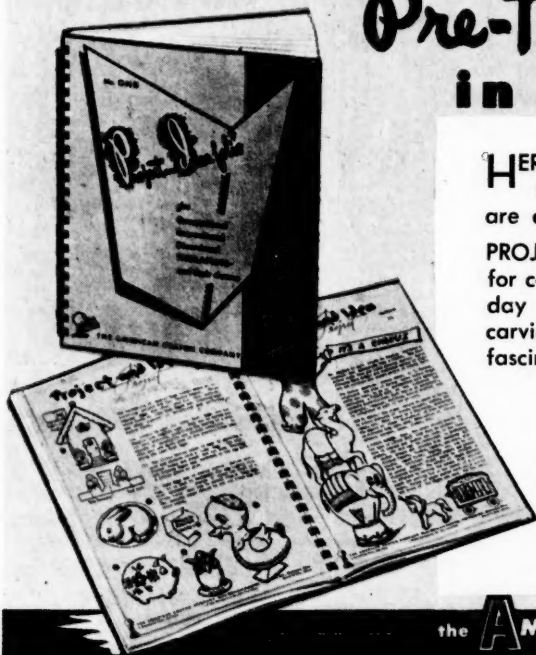
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News Notes

(Continued from page 45)

N.A.N.E. Annual Meeting

The National Association for Nursery Education will hold its annual conference in Chicago, Illinois, October 6-9. The Congress Hotel will be headquarters.

For information, address the president of the Association, Frances Horwich, Roosevelt College, Chicago, Illinois.

A.C.E. 1949 Study Conference

From April 18-22 the Association for Childhood Education will hold its 1949 Annual Study Conference in Salt Lake City, Utah. Watch CHILDHOOD EDUCATION for details.

ASCD Annual Meeting

The Association for Supervision and Curriculum Development will hold its 1949 Annual Meeting in New York City February 13-16. Headquarters will be at the Commodore Hotel. Announcement of program will be made later.

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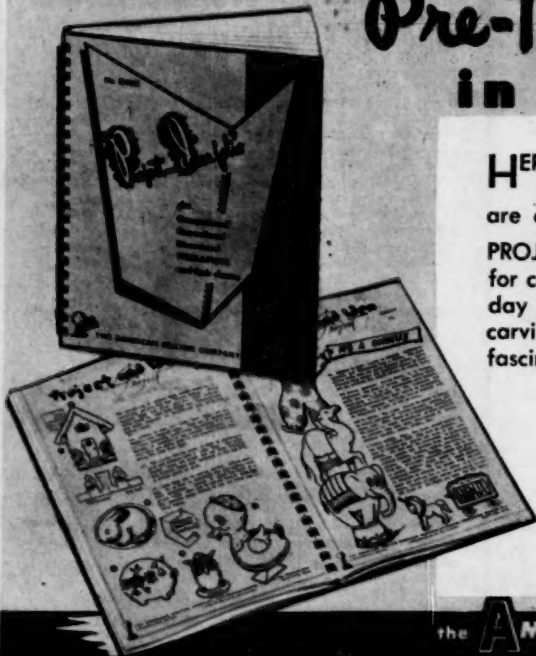
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